ED 437 498 AA 001 318

Resources in Education (RIE). Volume 35, Number 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 437 499 CE 078 700

Maglen, Leo; Shah, Chandra
Emerging Occupational Patterns in Australia in the Era of Globalisation and Rapid Technological Change: Implications for Education and Training.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Articulation (Education); Cooperative Planning; Economic Climate; Education Work Relationship; Educational Change; Educational Cooperation; *Educational Needs; *Emerging Occupations; *Employment Patterns; Foreign Countries; Influences; Labor Market; Literature Reviews; Needs Assessment; Postsecondary Education; Secondary Education; Tables (Data); *Technological Advancement; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia; *Globalization; TAFE (Australia)

The effects of globalization and rapid technological change on emerging occupational patterns in Australia need to be understood in order to understand their implications for the effects on education and vocational training. Building on the classification scheme introduced by Robert Reich in his 1992

ED 437 517 CE 079 587

Ainley, Patrick, Ed.; Rainbird, Helen, Ed.
Apprenticeship: Towards a New Paradigm of Learning. The Future of Education from 14 .
PUB DATE- 99
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Apprenticeships; Education Work Relationship; Educational Change; Educational History; Experiential Learning; Foreign Countries; *Lifelong Learning; Models; Perceptual Development; Postsecondary Education; Secondary Education; Vocational Education; *Work Experience Programs
IDENTIFIERS- Great Britain; Kyrgyzstan; Modern Apprenticeships

The 14 chapters in this volume examine different types of apprenticeships from a variety of perspectives. "Introduction" (Patrick Ainley, Helen Rainbird) provides an overview of the content. Three chapters in Part 1 examine the history of apprenticeship: "The Apprentice in History" (Richard Aldrich); "The Changing Structure and Significance of Apprenticeship with Special Reference to Construction" (Linda Clarke); and "The Embedding of Apprenticeship in Industrial Relations: British Engineering, 1925-65" (Paul Ryan). Three chapters in part 2 open up the idea of apprenticeship to various disciplinary perspectives: "Nietzsche, Marx, and Mastery: The Learning unto Death" (Glenn Rikowski); "The Nomad's Apprentice: Different Kinds of 'Apprenticeship' Among Kyrgyz Nomads in Central Asia" (Stephanie Bunn); and "Conversation and Instruction Within Apprenticeship: Affordances for Learning" (Michael A. Forrester). The three chapters in part 3 on apprenticeship as a model of learning are as follows: "Making Meaning: Language for Learning" (Edwin Webb); "Beyond the Institution of Apprenticeship: Towards a Social Theory of Learning as the Production of Knowledge" (David Guile, Michael Young); and "Apprenticeship a la Mode? Some Reflections on Learning as Cultural Labour" (Phil Cohen). Four chapters in part 4 include contemporary policy debates on work-based learning and the analysis of Modern Apprenticeships (MAs): "A Sense of Belonging: The Relationship Between Community and Apprenticeship" (Alison Fuller, Lorna Unwin); "Modern Apprenticeships: Just in Time, or Far Too Late?" (Malcolm Maguire); "Modern Apprentices in College. So What's New?" (Prue Huddleston); and "Working to Learn: An Holistic Approach to Young People's Education and Training" (Peter Senker, Helen Rainbird, Karen Evans, Phil Hodkinson, Ewart Keep, Malcolm Maguire, David Raffe, Lorna Unwin). (YLB)

ED 437 518 CE 079 589

Marsick, Victoria J.; Watkins, Karen E.
Facilitating Learning Organizations. Making Learning Count.
PUB DATE- 99
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Change Strategies; Education Work Relationship; *Experiential Learning; Foreign Countries;

intended and provides background on why LMI has become more important to HEIs. Chapter 2 describes what LMI is, with examples of the sorts of information HIE planners need. It is a fairly basic description, designed for those who are new to labor market analysis or who do not use LMI often. Chapter 3 reviews the main reasons why HEIs use LMI, with examples and recommendations on good practice. Chapter 4 explains a typical regional or local labor market report from the perspective of an HEI planner. Detailed recommendations are made, which HEIs can use to improve the relevance of LMI they receive from local and regional organizations. Chapter 5 reviews briefly the material currently available at national, regional, and local levels and then makes recommendations on which sources are essential and others that can provide a useful background. Appendixes include a glossary of terms and acronyms, a list of 44 resource organizations, and illustrations of higher education sector data. (YLB)

ED 437 536 CE 079 616

Mortera-Gutierrez, Fernando; Beatty, Paulette T.
From Research to Practice in Distance Learning Education: Strategies for Fostering Faculty Development and Improving Instructional Practice.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Distance Education Conference (7th, Austin, TX, January 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Distance Education; *Educational Practices; *Educational Research; *Faculty Development; Higher Education; Inservice Teacher Education; *Instructional Design; Research and Development; *Research Utilization; Theory Practice Relationship
IDENTIFIERS- Texas A and M University

A naturalistic inquiry was undertaken to explore current instructional practice in three distance education settings. Perceptions of researcher, practitioner, and participants engaged in a doctoral field research study were explored, with a focus on the gap between instructional design skills and instructional strategies used by distance education instructors. The sample included one faculty instructor in the College of Agriculture and Life Sciences and two in the College of Education at Texas A&M University. Faculty behaviors, course documents, and class interactions were reviewed and compared with the literature on effective practice in distance education and on recommended strategies for faculty development to ensure excellence in the delivery of distance education. Faculty and student perceptions regarding the experience were also obtained and compared with effective practice findings and recommendations for faculty development in the literature. Translating distance learning research into effective instructional practice requires that instructors have sufficient time to become effective distance instructors, are willing to risk imperfections, and the willingness to be part of a team effort. (Contains 16 references.) (YLB)

ED 437 537 CE 079 618

Crouch, Colin; Finegold, David; Sako, Mari
Are Skills the Answer? The Political Economy of Skill Creation in Advanced Industrial Countries.

reputation could suffer because they will no longer automatically receive students. (An annotated bibliography constituting 75% of this document contains 18 print resources and 2 Web sites related to the implementation of the WIA.) (MN)

ED 437 554 CE 079 637

Kerka, Sandra
Virtual Learning: The Good, the Bad, and the Ugly. Trends and Issues Alert No. 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; Accreditation (Institutions); Adult Education; *Adult Learning; Computer Uses in Education; *Distance Education; Educational Needs; Educational Practices; *Educational Quality; Educational Technology; *Educational Trends; Electronic Mail; Higher Education; *Lifelong Learning; Nontraditional Education; Online Systems; Program Evaluation; Trend Analysis; World Wide Web
IDENTIFIERS- *Virtual Universities

A new breed of nontraditional institution has arisen to meet the demands of working adults who want to participate in lifelong learning but lack the time for full- or part-time study at a traditional institution. These new institutions range from completely virtual universities, online arms of existing institutions, learning marketplaces, or brokers of other institutions' online courses. Although there are many legitimate virtual institutions, cyber versions of diploma mills are also springing up. Legitimate virtual learning sites are beginning to be accredited through existing agencies such as the North Central Association Commission on Institutions of Higher Education. Accrediting agencies and candidate institutions must learn new evaluation methods. For example, traditional evaluation instruments contain questions that are irrelevant in the online environment. Key issues regarding virtual learning include: (1) educational/information technology tends to increase costs; (2) the questions of who will regulate a global learning market and how employers can evaluate credentials must be answered; and (3) virtual universities will help only those who have the necessary equipment and experience to be comfortable with the technologies. (An annotated bibliography constituting approximately 75% of this document contains 22 references.) (MN)

ED 437 555 CE 079 638

Kerka, Sandra
Career Development Specialties for the 21st Century. Trends and Issues Alert No. 13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials -

*Outcomes of Education; *Participant Characteristics; *Program Effectiveness; Program Evaluation; *Public Service; Questionnaires; Research Methodology; *Service Learning; Student Participation; Tables (Data)
IDENTIFIERS- *Community Service; Impact Studies; *Learn and Serve America

Short-term and 1-year effects of the Learn and Serve America program were examined in an evaluation of programs at 17 middle schools and high schools nationwide. The following four data sources were among those analyzed: survey responses and school records of approximately 1,000 Learn and Serve program participants and comparison group members; surveys of teachers at the 17 schools; telephone interviews with staff at participating community agencies; and on-site interviews and observation of program activities. Together, students at the 17 sites participated in more than 300 projects each semester and provided more than 150,000 hours of service during the program year. Although the Learn and Serve programs had a positive short-term effect on participants' civic attitudes and involvement in volunteer service at the end of the program year, they showed little evidence of longer-term impacts at the 1-year follow-up. The effects of service learning on academic performance were significantly greater among nonwhite and educationally disadvantaged participants. Despite strong administrator and teacher support for the program, few sites engaged in organized efforts to expand the use of service learning at either the school or school district levels. On average, program participants produced services valued at nearly four times the program's costs. (MN)

ED 437 575 CE 079 666

Melchior, Alan
National Evaluation of Learn and Serve America School and Community-Based Programs. Final Report.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 98
NOTE- 403p.; For a related evaluation of Learn & Serve America, see CE 079 665. Prepared with the assistance of: Joseph Frees, Lisa LaCava, Chris Kingsley, Jennifer Nahas, Jennifer Power, Gus Baker, John Blomquist, and Anne St. George.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Citizenship Education; Comparative Analysis; Cost Effectiveness; Educational Benefits; Educational Quality; Followup Studies; High Schools; Integrated Curriculum; Matched Groups; Middle Schools; National Programs; National Surveys; Outcomes of Education; Participant Characteristics; Partnerships in Education; Policy Formation; Pretests Posttests; *Program Effectiveness; Program Evaluation; Public Policy; *Public Service; *School Community Relationship; *Service Learning; Student Attitudes; Student Participation; Tables (Data); Teacher Attitudes; *Youth Programs
IDENTIFIERS- *Community Service; Impact Studies; *Learn and Serve America

This document reports on the conduct and findings of a 3-year evaluation of the 1995-96 school year of the Learn and Serve America School and Community-Based Programs, which were initiated to support school and community-based efforts to involve school-aged youth in community service. Well-designed, school-based service-learning programs have a positive impact on young peoples' civic and educational attitudes and school

through 12.
PUB DATE- 98
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Drinking; Drug Education; *Drug Use; Intermediate Grades; Juvenile Gangs; National Surveys; *Prevention; Secondary Education; Student Behavior; Suicide; *Violence

This booklet provides graphs, tables, and a summary compiled from data collected in schools using the 1997-1998 PRIDE Questionnaire. The data reflect prevalence and patterns of drug and alcohol abuse, violence, gang activity, and suicide. This report is designed for educators to use within their drug abuse and violence awareness and prevention programs with faculty, students, and parents. This report is divided into four chapters. Chapter 1, Introduction, contains two news releases about results of the Pride Survey and an Outline of Procedures Used to Obtain PRIDE National Summary Data. Chapter 2, Standard Graphs, includes 26 graphs that explain the relationship between student behavior and alcohol/drug use. The location and time of drug use graphs help with understanding the need for a commitment to drug abuse prevention by parents and the larger community. They show that student alcohol and other drug use occurs most often outside the school and at times when school is not in session. The Perceived Harm of alcohol and other drugs graphs assist with understanding how false assumptions concerning harm are related to drug use. When drugs are perceived as harmless, the probability of use increases. The availability graphs show that easy access to drugs increases the probability of use and that availability increases at higher grade levels. Chapter 3, Summary Statistics, includes 5 figures that summarize some of the student information questions in regards to drug use. These data were gathered by examining specific subsets of the youth population. Chapter 4, Percentage Tables, contains 135 tables. Each table corresponds to an item on the questionnaire. Data is presented by grade level. (MKA)

ED 437 595 CG 029 746

PRIDE Questionnaire Report: 1996-97 National Summary, Grades 6 through 12.
PUB DATE- 97
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Drinking; Drug Education; *Drug Use; Elementary Secondary Education; Intermediate Grades; Juvenile Gangs; National Surveys; *Prevention; Secondary Education; Student Behavior; Suicide; Tables (Data); *Violence

This booklet provides graphs, tables, and a summary compiled from data collected in schools using the 1996-1997 PRIDE Questionnaire. The data reflect prevalence and patterns of drug and alcohol abuse, violence, gang activity, and suicide. This report is designed for educators to use within their drug abuse and violence awareness and prevention programs with faculty, students, and parents. This report is divided into four chapters. Chapter One, Introduction, contains two news releases about results of the Pride Survey and an Outline of Procedures

NOTE- 63p.; Developed by the Professional Standards and Ethics Committee of the International Reading Association.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Codes of Ethics; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; *Literacy; Paraprofessional School Personnel; Preschool Education; *Professional Training; *Reading Instruction; *Reading Teachers; *Standards
IDENTIFIERS- *International Reading Association

A revision of a 1992 publication, this booklet presents standards intended to assist in the establishment and evaluation of programs of teacher preparation, to guide the assessment of the qualifications of literacy professionals, and to inform private and state agencies, policymakers, and the general public as they shape literacy instruction now and in the future. The booklet presents three sets of proficiencies for 10 professional roles; in Appendix C, standards for the role of the paraprofessional are also delineated. According to the booklet, the first set of proficiencies, Knowledge and Beliefs about Reading, delineates the underlying principles and knowledge for the second and third sets--Instruction and Assessment, and Organizing and Enhancing a Reading Program. The booklet states that the first set of standards deals with what reading professionals and paraprofessionals need to know, while the second and third sets deal with what they are "able to do." It also presents a matrix of competencies and proficiency levels for the various categories of literacy practitioners. The booklet describes what reading professionals should know about the literacy process and the teaching proficiencies they should possess to effectively apply that knowledge to the development of literacy in individuals of all ages and levels. Appendixes contain approximately 140 suggested readings; 18 related websites; competencies for the paraprofessional; a list of the 9 conferences where the standards were reviewed; and the International Reading Association's Code of Ethics. (NKA)

ED 437 616 CS 013 828

Fountas, Irene C.; Pinnell, Gay Su
How and Why Children Learn about Sounds, Letters, and Words in Reading Recovery Lessons.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Classroom Research; *Classroom Techniques; Learning Activities; *Learning Processes; *Literacy; Primary Education; Word Recognition
IDENTIFIERS- Lesson Structure; *Orthography; Phonological Awareness; *Reading Recovery Projects; Word Learning

This article takes a look at Reading Recovery lesson elements to compare the teaching and learning within the lesson components to several areas of learning that have been identified at the national level as important to children's literacy learning. The lesson elements examined in the article are: (1) phonological awareness; (2) orthographic awareness; and (3)

(055)
DESCRIPTORS- Case Studies; *Childrens Literature; *Classroom Environment; Classroom Techniques; Elementary Education; Instructional Effectiveness; *Integrated Curriculum; *Interdisciplinary Approach; Learning Activities; Middle Schools; *Theory Practice Relationship

This book, a collection of essays on teaching, first explains the theoretical foundations of a collaborative, integrated, literature-based curriculum, and then links the theory to real-life accounts in individual chapters. The book shows how to put theory into practice by selecting appropriate books, creating an interactive classroom environment, and planning engaging instructional units around all genres of quality children's literature. Chapters in the book are: (1) "Making the Connections" (Bette Bosma and Nancy DeVries Guth); (2) "A First-Grade Literature-Based Science Program" (Bette Bosma and Marilyn Brower); (3) "Reading and Rembrandt: An Integrated Study of Artists and Their Works" (Jane Steffen Kolakowski); (4) "PicLit: Using Picture Literature To Integrate Language Arts and Content Instruction" (Carole Geiger); (5) "A Schoolwide Study of Stars and Skies" (Bette Bosma); (6) "A Second Chance: At-Risk Students Experience Success under a Specialist's Guidance" (Nancy DeVries Guth); (7) "Using Real Literature in a Multi-Age Setting: How To Survive Spring" (Marilyn Thompson); (8) "Building Bridges" (Norma Boehm); and (9) "A Sense of Balance: A First-Grade Literary Community" (Janice V. Kristo and Mary H. Giard). (Each chapter contains references and suggested children's books.) (NKA)

ED 437 637 CS 013 850

Monaghan, E. Jennifer; Barry, Arlene L.
Writing the Past: Teaching Reading in Colonial America and the United States, 1640-1940. The Catalogue.
PUB DATE- 99
NOTE- 48p.; Exhibition presented at the Annual Convention of the International Reading Association (44th, San Diego, CA, May 2-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Educational History; Elementary Secondary Education; Exhibits; Instructional Materials; *Reading Instruction; *Reading Materials; *Reading Research; *Textbooks
IDENTIFIERS- *Historical Materials

This catalog deals with an exhibition of historical reading materials used in the United States--old primers, spellers, and readers--which contained mostly items from privately owned collections. The catalog is divided into the following chronological sections: (1) Following in the Footsteps of Our English Forebears: The Alphabet Method Reigns Supreme (1640-1826); (2) The Great Period of Experimentation in Introductory Reading Instruction (1826-1883); (3) Literature First: Sentence and Story Methods (1883-1925); and (4) The Influence of Scientific Investigations into Reading (1914-1940). (Contains a 45-item list of resources for further reading.) (NKA)

ED 437 638 CS 013 851

Osborn, Jean; Stahl, Steven; Stein, Marcy
Teachers' Guidelines for Evaluating Commercial Phonics Packages.

included: (1) asking students how they would change the world if they could; (2) using the story "The Blind Men and the Elephant" to introduce perspective and to foster a discussion on trust and dialogue; (3) writing a performance script in collaboration with a troupe of local actors to introduce students to interpersonal communication and argument resolution; (4) refraining from yelling at students; (5) emphasizing meaning in grammar instruction and teaching students to examine texts for word choice; (6) utilizing community involvement to foster leadership; and (7) providing literary characters with whom students identify. Contains 10 references. (EF)

ED 437 659 CS 216 980

Park, Joanne Yoona
Children's Literature: Its Power and Influence on Primary Children's Literacy Development.
PUB DATE- 99
NOTE- 33p.; Master's Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Childrens Literature; Language Acquisition; *Literacy; Literature Reviews; Primary Education; Reading Achievement; Reading Skills; Skill Development; Vocabulary Skills; Writing Skills
IDENTIFIERS- *Response to Literature

Current articles on the power and influence of children's literature on primary children's literacy development and achievement were reviewed. Research indicates that literature has a positive effect on the academic achievement of children and that literacy skills are essential components of academic success. Children who have been exposed to literature from an early age often develop faster reading achievement, language, vocabulary, and writing skills. Literature is an effective tool in teaching, developing, and shaping the minds of young children. (Contains 30 references.) (Author/RS)

ED 437 660 CS 216 981

Poetry in the Classroom: Finding New Roads. Poetry and Children Series.
PUB DATE- 97
NOTE- 0p.; See CS 216 982 for another videotape in the series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Classroom Techniques; *Creative Writing; *Figurative Language; Higher Education; Inservice Teacher Education; Instructional Effectiveness; Intermediate Grades; *Poetry; *Poets; Videotape Recordings; Writing Processes
IDENTIFIERS- Expressive Writing; *Koch (Kenneth); Poetry in the Schools; *Poetry Workshops

This 20-minute videotape program presents poet and Columbia University professor Kenneth Koch conducting a poetry workshop with a small group of fourth and fifth graders. The program's notes explain that Koch believes that students should be allowed to write poetry in the same way that they are allowed to dance and sing--with freedom, encouragement, and subtle guidance. According to the notes, Koch teaches the students to

NOTE- 16p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Information Industry; *Mass Media Role; Metalinguistics; *Persuasive Discourse; *Postmodernism; *Rhetorical Theory
IDENTIFIERS- *Deconstruction; Digital Technology; Information Economy; Information Impact

This report attempts to construct a postmodern framework to provide for an analysis of Intercollegiate Forensics. It isolates the major theoretical constructs of postmodernism, applies them to Intercollegiate Forensics, and draws conclusions. The paper maintains that linguistic-based postmodernism consists of four theoretical areas: (1) information economy, or knowledge as commodity and ongoing process, rather than a finite search for truth; (2) digitally as metanarrative, or mass media's role in constructing reality and hyper-reality; (3) power, knowledge, and language, or the role of language in creation and perpetuation of power; and (4) decentering (deconstruction), or empowerment by removal of the false center from language. Each of these four threads is applied to forensic debate in the hopes of gaining pedagogic insights. Findings imply that a sound argument is not necessarily based on amount of supporting data, that the visuality and immediacy of online information is a detriment to liveliness of debate, that language empowerment also implies power loss, and that debate gives voice to groups which would otherwise be marginalized. It concludes that more attention should be given to training students in the use of language as creator of social power. (Contains 12 references and 3 notes.) (EF)

ED 437 682 CS 510 207

Zeidler, Tom; Kirch, Michael W.
So What's Wrong with a Little Competition? A Defense of Competitive Goals.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Debate; Higher Education; *Persuasive Discourse
IDENTIFIERS- *Debate Tournaments

Many administrators and educators have questioned the wisdom of establishing competitive goals for forensic programs. Many appear to believe that the acceptance of competitive goals necessarily leads to such abusive behavior as atheoretical teaching, the prioritizing of style over substance, the promotion of education shortcuts, and the abandonment of appropriate ethical codes. The purpose of this paper is threefold. First, it examines the role of competition in computer was related to communication apprehension (CA) and self-perceived communication competence (SPCC) among high school students. To this end, an ex post facto design was employed. Subjects were 534 students from a West-Coast school district. Results indicated that students' self-reported computer time use did not correlate significantly and/or substantially with levels of communication apprehension or communication competence. Among other things, these findings suggest that use of computers are not as socially threatening as some scholars believe. (Contains 20 references.) (Author/RS)

ED 437 704 CS 510 236

Clark, Kimberly A.; Scruggs, Tisha L.; Szydlowski, Sara L.
Improving Listening Skills in the Classroom.
PUB DATE- 99
NOTE- 78p.; Master's Action, Research Project, Saint Xavier University, and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; Listening Comprehension; *Listening Skills; Student Improvement

This report focuses on the implementation of strategies to improve student listening skills. The targeted population consisted of primary elementary students located in the suburbs of a large Midwestern city. The lack of students' listening abilities was documented through the use of journals, surveys, checklists, and anecdotal records. Analysis of probable cause data revealed that students lacked skills related to listening. Reviews of curricular content and instruction strategies showed listening skills were not taught or modeled in the classroom. A review of solution strategies suggested by experts in the field of listening and an analysis of the problem setting resulted in the selection of three subskills: imagery, predicting, and paraphrasing. Teacher modeling and giving the students a purpose for listening were also utilized. Post intervention data indicated an increase in student listening skills when directly related to the research activities. The teacher researchers' anecdotal records did not imply a transfer of the learned skills into everyday situations. Appendixes contain interview questions, survey instruments, checklists, and rubrics. (Contains 34 references, 17 figures, and 7 tables.) (Author/RS)

ED 437 705 EA 029 192

Barlosky, Martin; Lawton, Stephen
Developing Quality Schools: A Handbook.
PUB DATE- 94
NOTE- 212p.; For supplemental learning modules, see EA 029 193-195. Funding for the "Quality Schools Project" also provided by Kodak Canada Inc.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Foreign Countries; Partnerships in Education; *Quality Control; *School Business Relationship; *Teamwork;

predisposed to believe the ideology of star principals. Research supports this proposition. Training must not be limited to formal college course work but must emphasize on-the-job internships in which the administrator-in-residence is coached weekly by a star principal. Prospective administrators must see teacher motivation and nurturing as a top priority. Star principals must model appropriate interactions and communications with parents and model ways to help teachers meet the needs of students at risk. Principal mentors must also model how to successfully evaluate teachers. Overall, star principals must empower teachers and students to succeed in school regardless of constraints. (RJM)

ED 437 724 EA 030 203

Nelson, Beryl; Berman, Paul; Ericson, John; Kamprath, Nancy; Perry, Rebecca; Silverman, Debi; Solomon, Debra
The State of Charter Schools, 2000. National Study of Charter Schools. Fourth-Year Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; Comparative Analysis; Educational Administration; *Educational Assessment; Elementary Secondary Education; *National Surveys; Research Reports; School Demography; *Summative Evaluation

This report by the National Study of Charter Schools provides descriptive information on charter schools that were operating in the 1998-99 school year. The document addresses three major questions: "How have charter schools been implemented?" "Under what conditions, if any, have they improved student achievement?" and "What impact have they had on public education?" The questions were answered through annual phone surveys, repeated field visits, the administration of student achievement tests, the administration of teacher surveys, the analyses of state charter laws, and an examination of how charter school legislation has affected school districts. The report is divided into four sections. Section A, which provides an overview of the charter movement, describes the growth of charter schools, paying particular attention to the differences across the charter states in terms of the number of charter schools. Section B summarizes basic characteristics of charter schools compared to other public schools, such as school size, grade-level configuration, student-to-teacher ratio, and student-to-computer ratio. Section C focuses on student demographic features of charter schools compared to other public schools, whereas the last section reviews data on issues that are central to understanding how charter schools may operate differently from other public schools. (RJM)

ED 437 725 EA 030 204

Cheung, Oona
Privacy Issues in Education Staff Records: Guidelines for Education Agencies.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English

(for Disabled); Computer Uses in Education; *Disabilities; Educational Technology; Hearing Impairments; Higher Education; *Information Technology; Rehabilitation; Science Education; *Technological Advancement; Visual Impairments

Four issues of this newsletter on information technology and disabilities (ITD) contain the following articles: "Building an Accessible CD-ROM Reference Station" (Rochelle Wyatt and Charles Hamilton); "Development of an Accessible User Interface for People Who Are Blind or Vision Impaired as Part of the Re-Computerisation of Royal Blind Society (Australia)" (Tim Noonan); "The Electronic Rehabilitation Resource Center at St. John's University (New York)" (Bob Zenhausern and Mike Holtzman); "The Clearinghouse on Computer Accommodation (COCA)" (Susan Brummel and Doug Wakefield); "ITD Technotes: Speech Synthesis" (Alistair D. N. Edwards); "Project Link: Consumer Information for Persons with Disabilities" (William C. Mann); "C-Note: A Computerized Notetaking System for Hearing Impaired Students in Mainstream Post-Secondary Education" (Andrew Cuddihy and others); "What's Next in Adaptive Technology: MagNum--A Digital Recording Personal Assistant" (Dick Banks); "Ten Years of Computer Use by Visually Impaired People in Hungary" (Terez Vaspori and Andras Arato); "Rehabilitation and Remediation in Educational Disability: The Use of the Direct Access Reading Technique" (Sheila Rosenberg and Robert Zenhausern); "ITD Technotes: Braille Displays" (Gerhard Weber); "Math and Science Symposium at Recording for the Blind" (Richard Jones); "AsTeR: Audio System for Technical Readings" (T. V. Raman); "A Graphical Calculus Course for Blind Students" (Albert A. Blank and others); "Ensuring Usability in Interface Design: A Workstation To Provide Usable Access to Mathematics for Visually Disabled Users" (Helen Cahill and John McCarthy); "Mathtalk: Usable Access to Mathematics" (Robert D. Stevens and Alistair D. N. Edwards); "The Use of Laser Stereolithography To Produce Three-Dimensional Tactile Molecular Models for Blind and Visually Impaired Scientists and Students" (William J. Skawinski and others); "Computer Based Science Assessment: Implications for Learning Disabled Students" (David D. Kumar); "Books for Blind Students: The Technological Requirements of Accessibility" (William A. Barry and others); and "Increasing the Representation of People with Disabilities in Science, Engineering and Mathematics" (Sheryl Burgstahler). Individual issues also contain new items, reviews, and calls for papers. (DB)

ED 437 744   EC 306 753

McNulty, Tom, Ed.
Information Technology and Disabilities, 1995.
PUB DATE- 95
NOTE- 134p.; This is an electronic journal, published only in electronic form by Equal Access to Software and Information (EASI), a project of the TLT group (an affiliate of the American Association for Higher Education). These pages have been downloaded from the EASI Web site at the Rochester Institute of Technology (RIT).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Computer Uses in Education; *Disabilities; Educational Technology; Hearing Impairments; Higher Education; *Information Technology; Input Output Devices; *Libraries; Rehabilitation; *Technological Advancement; Visual Impairments

Four issues of this newsletter on information technology and

PUB DATE- 99
NOTE- 34p.; For more information on students with dual sensory impairments, see ED 393 275, EC 307 611 and EC 307 612. Report includes two booklets developed as part of the project, "Families of Children Who Are Deaf-Blind in Kansas: A Report on the State of the State," with a Spanish translation, "Familias de Ninos Que Son Sordos y Ciegos en Kansas: Un Informe del Estado en el Estado."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Agency Cooperation; Children; *Deaf Blind; Delivery Systems; Disability Identification; Early Identification; Elementary Secondary Education; Higher Education; *Incidence; Infants; Inservice Teacher Education; Portfolio Assessment; Postsecondary Education; Preschool Children; Preservice Teacher Education; Professional Development; Student Evaluation; *Teacher Education; *Technical Assistance; Toddlers; *Transitional Programs; Young Children
IDENTIFIERS- *Kansas; Related Services

This final report describes the process and steps the Kansas Services Project for Children and Youth with Dual Sensory Impairments Project (KSDSIP) has taken to provide services and technical assistance for infants, toddlers, children and youth with deaf-blindness. The 4-year federally funded project met federally-set priorities through identification of children and youth, location , and coordination of services for youth with dual sensory impairments. The project involved a pilot project on student portfolio development that documents longitudinally student accomplishments, needed adaptations, and accommodations, including transition to the next environment or postsecondary environments. Seven original goals provided the framework set for the project's activities: (1) identify children and youth who have dual sensory impairments; (2) provide training, consultation, and technical assistance to public and private agencies, institutions, and organizations on effective practices related to dual sensory impairments; (3) provide resources for families with children who have dual sensory impairments; (4) support the provision of effective practices for infants and preschoolers with dual sensory impairments; (5) provide transition services for youth with dual sensory impairments; (6) coordinate activities with appropriate agencies and organizations; and (7) disseminate information about resources and effective practices related to dual sensory impairments. Each goal is presented with the process and goal modification. Included in this final report is the context in which these goals were implemented along with problems encountered and the solutions. The implications for policy, practice, and research are explored. Research shows an average of 100-110 students from 33 districts or state schools have benefited from the comprehensive deaf blind service provided each fiscal year. (AA)

ED 437 763 EC 307 611

Houghton, Joan; Coonts, Teresa; Jordan, Beth; Schafer, Jacqueline, Ed.
Screening for Usher Syndrome: A Hands-On Guide for School Nurses.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 61p.; In collaboration with Mae Claxton, Basil Kessler, and Joyce Markendorf. Edited by Jacqueline Schafer. For more

with respect to their moving. As people became more included in their communities and were given greater status in decisions affecting them, enormous personal growth and development took place, opportunities for integration expanded, and their health status improved. The report discusses outcomes relating to self-determination, supportive personal relationships, educational and economic integration, community participation, and access to personal supports. The cost-effectiveness of the projects, mechanisms enabling community inclusion, policy factors, and future directions are also discussed. An appendix provides an overview of the initiative. (Author/CR)

ED 437 780 EC 307 628

Labour Force Inclusion of Parents Caring for Children with Disabilities.
SPONS. AGENCY- Human Resource Development Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 47p.; For French version, see EC 307 629.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; *Disabilities; Early Childhood Education; *Employed Parents; Employer Employee Relationship; Focus Groups; Foreign Countries; Infants; Interviews; *Labor Force Nonparticipants; Labor Standards; *Labor Utilization; Public Policy; Toddlers; Work Attitudes; *Work Environment; Young Children
IDENTIFIERS- Alberta; British Columbia; *Canada; Ontario

This report discusses the outcomes of a study that sought to identify the particular problems Canadian parents caring for children with disabilities face in trying to make the transition to work in terms of their child care arrangements and employment-related factors, and best practices in child care arrangements and employment accommodations. Thirty families were involved in the study through individual interviews and focus groups in Ontario, Alberta, and British Columbia. Findings indicate there are major roadblocks to labor force participation of parents of children with disabilities. While there is a need for additional investment in accessible child care, there is also a need for greater awareness on the part of employers. Flexibility in hours and location of work, recognition of particular needs in benefits packages, and awareness on the part of managers and co-workers was found to be essential. The study also identified a number of factors in the broader policy environment that limit the supports that families need, such as increasing regionalization of services, an ongoing policy bias in favor of institutional supports, disincentives to enter the paid labor force because of inadequate home supports, cutbacks to child care programs, and labor standards legislation. (Contains 59 references.) (CR)

ED 437 781 EC 307 629

Integration a la population active des parents s'occupant d'enfants ayant des incapacites (Labour Force Inclusion of Parents Caring for Children with Disabilities).
SPONS. AGENCY- Human Resource Development Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 53p.; For English version, see EC 307 628.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.

Missouri Deafblind Technical Assistance Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 56p.; For 1994-1995 report, see ED 392 211.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Deaf Blind; Delivery Systems; *Early Identification; *Early Intervention; Education Work Relationship; Elementary Secondary Education; Family Involvement; Infants; *Inservice Education; Outreach Programs; Parent Education; Postsecondary Education; Preschool Education; Program Development; State Programs; *Technical Assistance; Toddlers; Transitional Programs
IDENTIFIERS- *Missouri

This final report describes activities and accomplishments of a federally supported program to provide services for children with deaf-blindness in Missouri. The project focused on the development of partnerships to coordinate service networking and to provide systematic training to build local capacity for early intervention, educational, transitional, vocational, early identification, and related services. The project provided technical assistance to 204 identified infants, toddlers, children, youth, and adults and their families. Specific outcomes of the project include: (1) increased student identification and tracking; (2) home-based early intervention and parent training to 51 families by 41 trained Parent Advisors; (3) inservice and technical assistance to 204 students who are deaf-blind, their families, and their providers; (4) direct consumer impact and change to 33 students in communication, person-centered planning, treatment, educational goals and strategies, inclusion, orientation and mobility, and employment; (5) increased local capacity-building; (6) development and implementation of a two-year distance learning program leading to orientation and mobility certification; and (7) development of a statewide public vision screening program for students with deafness. Individual sections of this report describe the project's purpose, goals and objectives, accomplishments, outcomes, problems, impact, and budget. An appendix includes evaluation results. (CR)

ED 437 800 EC 307 650

Margolis, Leslie; Goodman, Susan
Assistive Technology Services for Students: What Are These? Special Edition of Tech Express.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; *Assistive Devices (for Disabled); *Disabilities; Educational Technology; Elementary Secondary Education; Evaluation Criteria; *Federal Legislation; Individualized Education Programs; Parent Participation; *School Responsibility; Selection; *Student Evaluation

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Athletic Fields; *Conservation (Environment); *Facility Guidelines; Fertilizers; Foreign Countries; *Turf Management
IDENTIFIERS- Australia; Drainage; *Grasses; Soils

Complete coverage on the establishment, maintenance, and management of natural turfgrass sports surfaces in Australia and overseas is provided. The book's 20 articles are divided into four sections covering: (1) the technical aspects of turfgrass growth and development; (2) business, administration, contract development and management; (3) the measurement of performance indicators in effectively managing different cultural systems such as lawn bowling greens, croquet lawns, lawn tennis courts, golf and resort courses, sport and athletic fields, cricket tables and wickets, and racecourses; and the (4) environmental issues facing the contemporary land manager, such as the use of scarce water resources, pesticide and fertilizer pollution, and the effects of golf course activities on people and wildlife. Topics also include how turfgrasses are identified and selected, how turfgrasses grow, how soils and drainage are significant and how grasses may be successfully established. Each article contains references . (GR)

ED 437 823 EF 005 671

Stauffer, Steve; Ferrentino, Rod; Koplinka-Loehr, Carrie; Sharpe, Katey
IPM Workbook for New York State Schools.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.; New York State Dept. of Environmental Conservation, Albany.
PUB DATE- 98
NOTE- 155p.; Contributions provided by Mary Roy and John White of the New York State Department of Environmental Conservation, Division of Solid & Hazardous Materials.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Facilities; Elementary Secondary Education; *Guidelines; Pesticides; Policy Formation; *Program Development; Public Schools
IDENTIFIERS- *Integrated Pest Management; *New York

Guidelines are provided for those just beginning, or planning to improve, an educational facility's Integrated Pesticide Management (IPM) program. The manual's first chapter discusses what an IPM is and why it should be implemented. The second chapter provides the New York State Department of Environmental Conservation program contacts and regulations concerning pesticide programs. The third chapter examines the administration of a school IPM program, including the development of an official school IPM policy, a model policy statement, and details of IMP bids and contracts. The fourth and fifth chapters provide the elements of an IPM approach to school buildings and their athletic fields and grounds. The manual's final chapter discusses safety precautions and personal protection for the applicator and worker. Also included are a glossary of terms. (Contains approximately 92 print and electronic resources.) (GR)

ED 437 824 EF 005 673

DESCRIPTORS- Classroom Techniques; College Freshmen; College Students; *Cooperative Learning; *English (Second Language); Foreign Countries; Higher Education; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- Japan

In learning a second language, an important threshold has been crossed when authentic, extended communication with native speakers becomes possible. At that point, the learner is able to take a proactive role in interactions, gaining at least some real control over the topic, course, and purpose of a conversation. Training in attending skills set in a cooperative learning group can help English as a Second Language (ESL) students get to that level quickly and effectively. The cooperative learning model has provided a flexible and principled basis for group teaching and learning. This chapter outlines a Cooperative Attending Skills Training (CAST) process for ESL students based on Acton and other ESL-oriented cooperative models. A key feature of this cooperative learning adaptation of attending skills training was inspired by the frustration of trying to teach English conversation skills to Japanese college freshman. Through careful attention to topic selection, a cooperatively based balancing role, and responsibility within conversation groups, this CAST framework adds considerably to the applicability of attending skills training. In its present form, the CAST system can be used in virtually any second language learning program. An appendix with a model cooperative attending skills training curriculum is included. (Contains 22 references.) (KFT)

ED 437 844 FL 026 120

Lee, Soo-im
Implementing Cooperative Learning at a Language School.
PUB DATE- 99
NOTE- 15p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; *English (Second Language); Foreign Countries; High Schools; Higher Education; Private Schools; Program Evaluation; Second Language Instruction; Second Language Learning; Student Role; Teacher Role; Teaching Methods
IDENTIFIERS- *Japan

This chapter describes a program evaluation of cooperative learning in a private language school devoted to teaching English to Japanese students. Student resistance to cooperative learning was due to a lack of training of students, a lack of understanding of basic cooperative learning principles by administrators, and a lack of cooperative learning techniques on the part of teachers. Students often interpreted the greater teacher reticence as negligence or laziness when the poorly trained teacher attempted to use cooperative learning methods. Students took this as a cue to do less than their best. Researchers have emphasized that a properly structured cooperative learning lesson resembles that of a well-prepared traditional lesson, in that it has clearly defined roles for the students and the teacher. Teachers should decide how much cooperative learning can be successfully incorporated into their classrooms after evaluating their students' learning environment and capability for taking on the responsibility for their own learning. (Contains 26 references.) (KFT)

IDENTIFIERS- *ASHE Annual Meeting; *National Center for Education Statistics

This study examined whether replacing race-based affirmative action admissions programs with class-based programs would continue to meet the racial/ethnic diversity goals of higher education, with the added benefit of helping poor and working class white students. Data from three National Center for Education Statistics databases were analyzed to: (1) determine the degree of association between race and socioeconomic status among high school and postsecondary students; and (2) project potential enrollment trends if a shift from race to socioeconomic status were implemented. The study concluded that a class-based affirmative action policy would not assist or improve college participation rates among minorities. A statistically significant, although weak and declining, association was noted between race and socioeconomic status. This would disproportionately benefit low socioeconomic white students compared to low socioeconomic minority peers because of sheer numbers and overrepresentation of whites. It was concluded that race-based and class-based programs are separate issues and thus not likely to be resolved by a single policy. (Contains 46 references.) (CH)

ED 437 865 HE 032 697

Youn, Ted I. K.; Arnold, Karen D.; Salkever, Katya
Pathways to Prominence: The Effects of Social Origins and Education on Career Achievements of American Rhodes Scholars. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999). This research was partially funded by a 1998 Boston College Faculty Grant.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Awards; Bachelors Degrees; *Careers; Elitism; Graduate Study; Higher Education; *Outcomes of Education; Prestige; Private Colleges; *Professional Recognition; Quality of Working Life; Recognition (Achievement); *Scholarships; *Selective Colleges; Social Class; Social Stratification; Status
IDENTIFIERS- *ASHE Annual Meeting; *Rhodes Scholarships

This study is one in a series that examines cohorts of American Rhodes scholars in order to determine how changing dynamics of merit, sponsorship, and democratization affect elite membership, socialization, occupational structures, and perceptions of leadership. This segment of the study examines the ways in which elite baccalaureate credentials interact with pre-college cultural capital to shape distinctive career outcomes. The sample (n=220) included two cohorts of Rhodes scholars from the late 1940s and the late 1960s, and the research sought to determine: (1) whether between World War II and the late 1960s Rhodes scholars had become more diverse in terms of social origins; (2) whether an upper-class background increased the likelihood of achieving professional prominence; (3) whether attendance at a "big 3" graduate school had an independent effect on career prominence; (4) whether social class and educational effects on career attainment differed for Rhodes scholars in the 1940s and 1960s; and (5) what interactions of social background, baccalaureate origins, and graduate school prestige affect career prominence. The study concluded that factors outside of formal education and social centers, specialized residential programs directly connected to specific academic programs; theme housing, which allows students with special interests to live together; academic residential programs, which provide academic support services and programs within the residential setting; residential learning centers, in which students who live together also attend class together; freshman year experience, which offers specialized housing configurations to maximize academic services to first-year students; and use of technology such as residential computer labs, in-room networks, and in-house cable televisions channels. Also considered is the contribution of architectural and interior design to the learning process. (CH)

ED 437 884 HE 032 756

Fordon, Ann E.

Careers in Music and the Arts: The Messages Women Receive.

PUB DATE- 99

NOTE- 17p.; Data for this article included in Fordon, Ann E. The Relationship between Post-Secondary Education and Women's Pursuit of Careers. M.Ed. Thesis, University of Cincinnati, 1992.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Art Education; *Career Choice; *Career Development; Career Guidance; Careers; *Education Work Relationship; Fine Arts; Graduate Surveys; High Schools; Higher Education; *Music Education; Nontraditional Occupations; Occupational Aspiration; *Womens Education

This study examines women's experiences in pursuing careers in the arts or music. Data for the study was gathered through a survey mailed to a random sample of women graduates (n=73) from an internationally known school for music and art. While most survey questions were closed-ended and focused on demographic information, the most revealing information was found in participants' responses to open-ended questions which asked about specific events and college experiences that had encouraged or discouraged them from pursing careers in their majors. Grounded analysis of the data revealed connections between the messages women received and how such messages affected their careers. Messages were grouped according to the following characteristics: tone (positive or negative); whether the message applied only to women or could be equally applied to men; the sender and the sender's relationship to the woman. The study notes that the fields of music and the arts are almost devoid of cultural diversity and concludes that neither education nor society encourage women to freely develop their talents and creativity. It finds that in order for women to succeed in music and the arts, they must develop a strong self-esteem and the skills to contradict negative messages. (CH)

ED 437 885 HE 032 757

Galaz-Fontes, Jesus Francisco; Gil-Anton, Manuel

Job Satisfaction in Mexican Faculty: An Analysis of its Predictor Variables. ASHE Annual Meeting Paper.

PUB DATE- 98

NOTE- 30p.; Paper presented at the Annual International Conference of the Association for the Study of Higher Education (7th, Miami, FL, November 4-5, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Learning Strategies; Prior Learning; Problem Solving; Student Motivation

This report describes a program for improving the transfer of the learning of different techniques used in computer applications. The targeted population consisted of sophomores and juniors in a suburban high school in a middle class community. The problem was documented through teacher surveys, student surveys, anecdotal records and behavioral checklists. Analysis of probable causes revealed that students lack motivation, have an inability to organize their thinking, and lack confidence and prior knowledge of computer applications. Faculty reported that students have inability to share ideas and knowledge, that they easily give up on a problem, and have difficulty transferring techniques from one problem to another. A review of research literature suggested that students are not taught how to transfer and that transfer will happen on its own. Students do not have a mental working model of the actual workplace setting and do not understand how their present learning will transfer into a real world problem. A review of solutions strategies by researchers in the field, combined with an analysis of the problem setting resulted in the selection of three major categories of intervention: provide a real world problem for the students to solve, demonstrate computer application techniques that transfer from one application to another, and make the students more aware of their own thinking. Post intervention data indicated that the targeted students demonstrated an improvement of their transfer of learning skills. (Contains 26 references.) (AEF)

ED 437 906 IR 019 866

High Stakes: Key Challenges for California Schools and the Role of Technology. A Report from the California Education Symposium.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; *Educational Change; Educational Technology; Elementary Secondary Education; Faculty Development; *Information Technology; Internet
IDENTIFIERS- *California; *Technology Role; Technology Utilization

This report outlines the most pressing challenges facing California K-12 educators as they seek to prepare students for work and citizenship in the 21st century. The report also explores public expectations about technology and education, and it touches on some of the ways in which the education community itself is attempting to harness new computer and Internet tools to enhance student achievement both directly, in the classroom, and indirectly, through education's administrative and professional development systems. The first section discusses technology and change. Tackling the challenges in the following areas is addressed in the second section: literacy; teacher quality and professional development; standards, assessments, and accountability; achievement gap; and the importance of information for student management, accountability, decision-making, and instruction. The next section explores roles for technology in each of these areas, and wise technology investments is considered in the fourth section. Specific examples of how California districts, schools, and individual educators have begun using new technologies are appended. (MES)

ED 437 907 IR 019 867

actual Internet usage are more important than their affective responses toward computer networks in predicting students' Internet addiction. (Author/MES)

ED 437 926 IR 019 889

Gathercoal, Paul
Endorphins and Media Messages: Addicting Students to Mediated Violence and Emotion.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA)(Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain; Classroom Techniques; Cognitive Development; *Cognitive Processes; Cognitive Psychology; Cultural Context; Desensitization; Elementary Secondary Education; Genetics; Government Role; *Learning; Legislation; *Mass Media Effects; Memory; *Neuropsychology; Role of Education; School Culture; Time Factors (Learning); *Violence
IDENTIFIERS- Addictive Behavior; Emotions; Endorphins; Homeostasis; Serotonin

This paper discusses current developments in neuroscience and cognitive psychology that have significance for education and learning, and considers the effects of violent and emotion-laden media messages. Topics include: (1) the developing brain, including the roles of genetics, experience, metaphorical imagination, and culture; (2) the links among emotion, cognition, and body; (3) brain plasticity and the effect of culture; (4) the importance of a healthy school culture; (5) learning as a biological process; (6) the genetic cycle of learning; (7) the importance of serotonin for learning and memory; (8) the importance of time in learning; (9) the importance of homeostasis; (10) endorphins and addiction to media messages, including desensitization; (11) the importance of context and a healthy school culture; (12) a role for school and classroom management; and (13) a role for education and legislation. Together, education and legislation must work to foster maximum potential for the media and their messages, and, at the same time, minimize their adverse effects on the individual and society. (Contains 39 references.) (MES)

ED 437 927 IR 019 890

Becker, Henry J.; Ravitz, Jason L.; Wong, YanTien
Teacher and Teacher-Directed Student Use of Computers and Software. Teaching, Learning, and Computing: 1998 National Survey. Report #3.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 64p.; For Report #1, see ED 429 564; for Report #2, see ED 430 548.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; Educational Objectives; Educational Technology; Elementary

Antiquarian Markets" (Margaret Landesman); "Gifts and Exchanges" (Steven Carrico); "Non-print Trading" (Y. Peter Liu); "Outsourcing Acquisitions: Methods and Models" (Glenda Alvin); "Basic Acquisitions Accounting and Business Practice" (Kay Granskog); "Payment Ethics: Librarians as Consumers" (Corrie Marsh); "Ethics in Acquisitions Management" (Barbara J. Winters); "Acquisitions Personnel Management, Organization, and Staffing Issues" (Lisa German); and "Licensing in Lieu of Acquiring" (Trisha L.Davis). (Contains an index.) (AEF)

ED 437 945 IR 057 574

Evans, G. Edward; Amodeo, Anthony J.; Carter, Thomas L.
Introduction to Library Public Services. Sixth Edition. Library and Information Science Text Series.
PUB DATE- 99
NOTE- 500p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Document Delivery; Government Publications; *Information Services; Information Sources; Information Technology; Interlibrary Loans; Library Circulation; Library Collections; Library Instruction; Library Role; *Library Services; Nonprint Media; Periodicals; *Public Libraries; *Reference Services

This book covers the role, purpose, and philosophy related to each of the major functional areas of library public service. This sixth edition, on the presumption that most people know the basic facts about computer hardware, does not include the chapter (in the previous edition) on computer basics, and instead integrated specific technological information throughout the book in context. Also eliminated is a chapter on the different types of libraries; and instead, this edition incorporated information about differences among the types within the chapters at relevant points. Suggested reading lists are brought up to date and their scope is expanded in this edition. After an introduction to public library services in the first chapter, the remaining chapters focus on: reference services; reference sources; library instruction; interlibrary loan and document delivery; circulation services; reserve services; special collections; serial services; media services; government information; and security issues. Each chapter includes a summary, review questions, notes and suggested readings. Appendices include the ALA Code of Ethics, National Interlibrary Loan Code for the United States (1993), and Freedom to View Statement. (Contains an index.) (AEF)

ED 437 946 IR 057 575

Nixon, Carol, Comp.; Burmood, Jennifer, Comp.
Internet Librarian '99. Proceedings of the Internet Librarian Conference (3rd, San Diego, California, November 8-10, 1999).
PUB DATE- 99
NOTE- 212p.; Sponsored by Lexis-Nexis and Information Today, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Computer Networks; Computer System Design; Cooperative Programs; Information Services; Information

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; High Schools; *Information Literacy; Information Skills; Inservice Teacher Education; Instructional Development; *Measurement Techniques; Media Selection; Middle Schools; *Student Motivation; Teacher Workshops; *World Wide Web
IDENTIFIERS- Information Value; Technology Integration; Web Sites

Intended for use by middle or high school teachers and library media specialists, this book describes a World Wide Web evaluation tool developed specifically for use by high school students and designed to provide hands-on experience in critically evaluating the strengths and weaknesses of Web sites. The book uses a workbook format and is organized into four major parts each containing several chapters: (1) "Motivation Mining for Information Literacy," including evaluation as a critical information skill and motivation mining and the Web; (2) "Mining Tools for Motivational Assessment," including using a motivational assessment tool to evaluate Web resources, administering and scoring WebMAC Senior (the instrument); interpreting results; (3) "Panning for Web Gold: Making Motivation Mining Work for You," including ideas from educators, other ideas for using WebMAC Senior, and motivation mining into the future; and (4) "Sharing the Wealth," including a workshop for educators and WebMAC Senior lessons for students. Appendices include lesson plans, WebMAC Middle, and a content validity checklist. Contains an index. (MES)

ED 437 966   IR 057 617

Baxter, Kathleen A.; Kochel, Marcia Agness
Gotcha! Nonfiction Booktalks To Get Kids Excited about Reading.
PUB DATE- 99
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Elementary Education; *Nonfiction; Reading Interests; *Reading Materials; Reading Motivation
IDENTIFIERS- *Book Talks

This book presents ideas for more than 350 booktalks to use with children in grades 1-8. It is written in a conversational style and is divided thematically into the following seven high-interest chapters: (1) "Great Disasters," including shipwrecks and disasters at sea, fires, floods, diseases and other natural disasters; (2) "Fun Stuff--Jokes, Gross Books, and Books that Will Make You Laugh," including puzzles, jokes and fun facts, poetry, gross stuff, and just plain fun; (3) "Animals," including creatures of the air, creatures of the water, animals around the world, creepy-crawly creatures, pets, amazing animal facts, dinosaurs, and animals in danger; (4) "Unsolved Mysteries," including missing persons and disappearances, unexplained phenomena, and ghosts and urban legends; (5)

Senate Rostrum: The Newsletter of the Academic Senate for California Community Colleges, 1999.
PUB DATE- 99
NOTE- 54p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Governing Councils; *Community Colleges; Distance Education; Educational Finance; Educational Technology; *Governance; Governing Boards; Government Publications; Newsletters; *State Legislation; *State School District Relationship; Two Year Colleges
IDENTIFIERS- *California

This document is a series of 1999 newsletters from the Academic Senate for California Community Colleges. Reoccurring issues covered in the newsletters are technology and distance education, full-time and part-time faculty, state budget and legislative updates, accreditation, and areas of interest specific to California Community Colleges and the Academic Senate. Titles include: (1) "Fall Session Has It All: From Partnership to Drama"; (2) "Faculty Development Breakouts"; (3) "Participants Learn about State Budget Process"; (4) "Technology at the Fall Session"; (5) "The Impact of the Overuse of Part-Time Faculty"; (6) "Can Computers Replace Teachers?" (7) "What Makes Technology Mediated Instruction (TMI) Succeed?"; (8) "Leadership in an Educational Environment"; (9) "Learning Communities for Basic Skills Success"; (10) "Distance Learning in California Community Colleges"; (11) "Planning and Budget: The Wisdom of Title 5"; (12) "AB 420: A Shaky Beginning, or a Dismal Conclusion?"; (13) "Developing California's Plan for Perkins III"; and (14) "Senate's First Annual Curriculum Institute." (AF)

ED 437 987 JC 000 120

The Role of Academic Senates in Enrollment Management.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Governing Councils; *Community Colleges; *Enrollment Management; *Enrollment Trends; *Faculty College Relationship; *Faculty Organizations; Policy Formation; *Statewide Planning; Strategic Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This paper by the Academic Senate provides the background and scope of enrollment management as it is defined and practiced by educational institutions. Emerging themes in higher education and enrollment trends in California are used to frame enrollment management considerations. A variety of strategies for managing over- and under-enrollment are presented. California community colleges have traditionally managed enrollment by raising or lowering admissions criteria, primarily through scheduling and course offerings. The large predicted increase in students from "Tidal Wave II" will present new challenges to the state's colleges. Faculty should play a greater role in decisions involving enrollment and in their institutions' ability to service a larger student population efficiently. This paper suggests that faculty have the obligation to voice their collective opinion when enrollment management decisions are made regarding the book, the Work of Nations, Australian employment data was analyzed in terms of the following nine proposed occupational categories: symbolic analytic services (conceptual and technical); in-person services (professional, intermediate, elementary); and routine production services (advanced skill, white collar, blue collar, low skill). Analyzing the changes in the data from 1986 to 1996 lead to the following conclusions: (1) the impact of the globalization of the world economy and rapid technological advancement on employment in Australia has generally been more negative than positive; (2) polarization of attachment to Australia's labor force has increased over the past decade; (3) although the employment picture has generally improved for Australia's female workers, employment growth has been sluggish for males; (4) Australia's universities must improve their performance as a major source of symbolic analysts; (5) Australia's technical and further education (TAFE) sector must increase its effectiveness in preparing people for employment as in-person service workers and conceptual symbolic analysts; and (6) the TAFE and VET (vocational education and training) sectors must clearly define the pathways between them and develop imaginative cooperative programs. (The report contains 29 references and 18 tables/figures. Nine additional tables are appended.) (MN)

ED 437 500 CE 078 701

Abbott, Malcolm; Doucouliagos, Chris
Technical and Scale Efficiency of Vocational Education and Training Institutions: The Case of the New Zealand Polytechnics.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; *Cost Effectiveness; Delivery Systems; Educational Improvement; Educational Needs; *Efficiency; Foreign Countries; Needs Assessment; *Program Effectiveness; Resources; Statistical Analysis; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- Australia (Victoria); *New Zealand; *Polytechnics; TAFE (Australia)

Data envelopment analysis, which is designed to assist in identifying best practice performance in the use of resources among a group of like organizations, was used to estimate the technical and scale efficiency of vocational education and training in 25 New Zealand polytechnics serving a total of 94,201 students. The polytechnics' efficiency was also compared to that of a sample of technical and further education (TAFE) institutes in Victoria, Australia. The average level of technical efficiency in the New Zealand polytechnics was high in 1995 and rose slightly in 1996. In terms of scale efficiency, only 4 polytechnics operated with constant returns to scale in 1995, 9 were producing too much output relative to the optimal scale, and 10 were producing too little output. In 1996, 6 of the polytechnics operated with constant returns to scale, 14 were producing too little output, and 1 was producing too much output. Compared with Victoria's TAFE institutes, the New Zealand polytechnics were somewhat less efficient but nevertheless performed relatively well. Although New Zealand's polytechnics have numerous opportunities for improving efficiency, further research is needed before policies attempting to address the problems of technical and scale

*Lifelong Learning; *Organizational Change; *Organizational Development; Program Design; Program Development; Program Implementation
IDENTIFIERS- Great Britain; *Learning Organizations

This book offers advice to facilitators and change agents who wish to build systems-level learning to create knowledge that can be used to gain a competitive advantage. Chapter 1 describes forces driving companies to build, sustain, and effectively use systems-level learning and presents and links a working definition of the learning organization to the authors' model. Chapter 2 sets out the steps recommended for designing a learning organization. Chapter 3 shows how an organization has implemented this change process. Chapter 4 describes a diagnostic instrument to use to begin the process--the Dimensions of the Learning Organization Questionnaire. Chapter 5 describes the development of continuous learning systems. Chapter 6 examines facilitation of knowledge creation and management and looks at interventions that center around embedded systems used to promote, capture, and share learning. Chapter 7 explores how changes in reward systems and structures lead to transformed cultures. Chapters 8 and 9 examine two additional breakthrough strategies, action learning and action science. Chapter 10 discusses leadership. Chapter 11 takes a personal look at what has shaped the change agents who work in learning organizations. Chapter 12 summarizes the themes and strategies identified and assesses the implications for facilitators of learning organizations. The book contains 40 references and general and author indexes. (YLB)

ED 437 519 CE 079 590

Jakupec, Viktor, Ed.; Garrick, John, Ed.
Flexible Learning, Human Resource and Organisational Development: Putting Theory To Work.
PUB DATE- 00
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Adult Education; *Educational Technology; *Equal Education; Higher Education; Inplant Programs; Interdisciplinary Approach; *Labor Force Development; Organizational Change; *Organizational Development; Sex Fairness; Teaching Methods
IDENTIFIERS- *Flexible Learning

This book addresses contemporary contexts of flexible learning and its practices and provides insights about directions that education and training providers may be required to follow to implement flexible learning in a variety of settings. Key issues and debates include the following: social and economic dimensions of flexible learning and delivery; the implications of globalization and internationalization for higher education; flexible learning, knowledge, and power; institutional strategies for implementing flexible learning and delivery; and practicing flexible learning through media and new technologies. The 15 papers are as follows: "Flexible Learning, Work, and Human Resource Development" (John Garrick, Viktor Jakupec); "A Global Society Needs Flexible Learning" (Margaret Haughey); "Digital Technology and University Sovereignty: Compatibility or Collision Course?" (Ross Paul); "Exploring the Concept of Flexibility" (Ted Nunan); "The Politics of Flexible Learning: Opportunities and Challenges in a Globalised World" (Viktor Jakupec); "Reconfiguring Institutional Strategies for Flexible Learning and Delivery" (John Bottomley); "Managing

PUB DATE- 99
NOTE- 281p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Apprenticeships; *Developed Nations; Educational Administration; Employment Patterns; Foreign Countries; Government Role; Government School Relationship; *Industrialization; *Inplant Programs; *Job Skills; *Job Training; Labor Force Development; Labor Market; Networks; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- Learning Society

This book analyzes vocational education and training (VET) systems in seven advanced industrial countries (AICs) to determine institutional arrangements for skills creation most promising in attaining the learning society. The AICs are France, Germany, Italy, Japan, United Kingdom, United States, and Sweden. Chapter 1 discusses special problems of VET that become an example of something far more general among contemporary AICs: the problems confronted increasingly require collective solutions, but the core biases of political and economic action increasingly reject collective action. Each AIC is then located within the concept of a skill equilibrium and within a labor market concept. Chapter 2 examines VET and labor market participation trends. Chapter 3 considers changing patterns of participation in international trade. Chapter 4 explores the practical potential for government action in skill creation in the two most effective exemplars of detailed direct state-led systems--France and Sweden--and in Italy and the United Kingdom, which have weak past records. Chapter 5 focuses on German corporatist intermediary organizations that move between individual firms and the public policy arena, providing a collective goods component while remaining within the business community. Chapter 6 considers the role of informal networks for skill creation in Italy, Japan, and the United Kingdom. Chapter 7 discusses reliance on capabilities of the firm, with some encouragement from government, as the best approach to construction of a knowledge society. Chapter 8 draws conclusions and policy implications. The book contains 372 references and an index. (YLB)

ED 437 538 CE 079 619

Elliott, Geoffrey
Lifelong Learning: The Politics of the New Learning Environment. Higher Education Policy Series 44.
PUB DATE- 99
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Learning; Adult Students; *College Role; *Educational Objectives; *Educational Policy; Foreign Countries; Futures (of Society); *Lifelong Learning; Postsecondary Education
IDENTIFIERS- *United Kingdom

This book explores the imperatives of a mass system of higher education through data drawn from a British study of access- and foundation-year students and their teachers. Chapter 1 introduces the book's purposes: to describe learning in postcompulsory education and reclamation of lifelong learning as a sociopolitical project in which universities and colleges can play a key part. Chapter 2 proposes a theoretical

Bibliographies (131)
DESCRIPTORS- *Career Counseling; *Career Development; Computer Uses in Education; Counseling Effectiveness; *Counseling Services; Counselor Qualifications; Counselor Role; Educational Quality; *Educational Trends; Emerging Occupations; Information Sources; Online Systems; Trend Analysis; *World Wide Web
IDENTIFIERS- *Job Coaches

The need for career development services is growing. One-stop career centers and school-to-work programs have spurred demand for career development facilitators (CDFs). Working under the supervision of a qualified career counselor, CDFs can serve the following functions: career group facilitator, job search trainer, career resource center coordinator, career coach, career development case manager, intake interviewer, occupational and labor market information resource person, human resource career development coordinator, employment/placement specialist, or work force development staff person. CDFs must have a high school diploma or college degree and 1-4 years of career development experience. The career coach, another growing specialty, assists clients in identifying core values, sense of purpose, and vision in turning visions into a plan for life/career action. Many business professionals are getting career assistance (being "telecoached") from virtual coaches through e-mail and telephone. Like cybercoaching, WebCounseling is a growing, but controversial, area. Issues surrounding WebCounseling and other emerging career specialties highlight the need for education and training in these areas and increased awareness on the part of practitioners and consumers of career services alike. (An annotated bibliography constituting approximately 75% of this document contains 21 print, Web, and organizational resources.) (MN)

ED 437 556 CE 079 639

Applebaum, Herbert
The American Work Ethic and the Changing Work Force: An Historical Perspective. Contributions in Labor Studies, Number 52.
PUB DATE- 98
NOTE- 228p.; Contributions in Labor Studies Number 52.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; American Dream; Capitalism; *Cultural Influences; Leisure Time; *Moral Values; Motivation; Occupational Aspiration; *Social Values; *United States History; *Work Attitudes; Work Environment; *Work Ethic

During the colonial period, the ideology of work--the American work ethic--took root. Americans valued work and considered it an obligation to society, to oneself, and to one's family. The key to the agrarian culture was an ethic that recognized the importance of hard, physical labor within a framework of yearly cycles of tasks. The world of the colonial artisan was a landmark of a work ethic that wedded morality to manual labor and individual industry to community service. Colonial women's work ethic was part of the feminine ethic that stressed mothering, nurturing, and dedication to the needs of their families. The American Revolution brought a revolution of ideas and the promise of creating a genuinely democratic society. In the nineteenth century, there was a mixture of work ethics, including wage workers, craftsmen, slaves, the unskilled, immigrants, farmers, and women. No one work ethic fit all of these groups. It was the industrialized society that reduced performance while also meeting important community needs. While the impacts on participants tend to fade in the year after initial participation, students who continue their involvement in organized service do continue to show positive effects over the longer-term. When these programs are well-designed and full-implemented, they are more likely to produce impacts on participating youth, demonstrating the importance of continuing the emphasis on improving the quality of these programs to meet the goals of the national community service legislation. Thirty-seven tables and figures are included. The appendixes contain: site selection sampling strategy; impact estimation methods; definitions of scales and other outcome measures; 54 tables detailing postprogram participant impacts, postprogram subgroup impacts, follow-up participant and subgroup effects, and follow-up effects for repeaters and nonrepeaters; and 4 survey instruments.) (MN)

ED 437 576 CE 079 668

Warmerdam, J.
Innovation and Training in the Agribusiness Complex. Synthesis Report of a Study in Various Product Chains in Five European Countries. CEDEFOP Panorama.
PUB DATE- 00
NOTE- 87p.; Written in collaboration with: W. van der Meersch, J. Denijs, A. Papadaki-Klavdianou, A. Polychroniadou-Alichanidou, A. Vafopoulou-Mastrojiannaki, K. Kruger, and R. King.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Role; *Agribusiness; Agricultural Education; Agricultural Engineering; Agricultural Production; Case Studies; Distributive Education; *Educational Certificates; Foreign Countries; *Innovation; *Job Training; Networks; Secondary Education; Student Certification; *Technological Advancement; *Technology Transfer
IDENTIFIERS- Belgium; Greece; Netherlands; Spain; United Kingdom

Part of a European project to assess the opportunities and limitations of a sectoral approach to training, this synthesis report focuses on innovation and training in the agribusiness complex. Chapter 1 discusses the study objectives, which were to gain more insight into the relationship between innovation and qualification in product chains; into the role of training agencies and other sectoral agencies in the transfer of innovations and adaptation of qualifications in product chains; and into an assessment of opportunities and limitations of sectoral training systems in situations of rapid technological change and economic restructuring. Chapter 2 highlights key concepts used in the studies. Chapter 3 gives an overview of the following product chains studied in five countries: beer production in Belgium; cheese production in Greece; bread production in Spain; vegetable production in the United Kingdom; and meat production in the Netherlands. It describes the structure of the chains and major innovations occurring. Chapters 4-7 address the following four basic issues regarding innovation and training in the agribusiness product chains: impact of innovations on qualifications; role of sectoral agencies in training for new qualifications; transfer of innovations and the knowledge infrastructure; and role of networks in innovation and training. Chapter 8 addresses five basic issues: innovation in the investigated product chains; impact of innovation on qualifications; sectoral training agencies and innovation-related training; and knowledge infrastructure in agribusiness. (Contains 18 references.) (YLB)

Used to Obtain PRIDE National Summary Data. Chapter 2, Standard Graphs, includes 26 graphs that explain the relationship between student behavior and alcohol/drug use. The location and time of drug use graphs help with understanding the need for a commitment to drug abuse prevention by parents and the larger community. They show that student alcohol and other drug use occurs most often outside the school and at times when school is not in session. The Perceived Harm of alcohol and other drugs graphs assist with understanding how false assumptions concerning harm are related to drug use. When drugs are perceived as harmless, the probability of use increases. The availability graphs show that easy access to drugs increases the probability of use and that availability increases at higher grade levels. Chapter 3, Summary Statistics, includes 5 figures that summarize some of the student information questions in regards to drug use. These data were gathered by examining specific subsets of the youth population. Chapter 4, Percentage Tables, contains 135 tables. Each table corresponds to an item on the questionnaire. Data is presented by grade level. (MKA)

ED 437 596 CG 029 747

PRIDE Questionnaire Report: 1995-96 National Summary, Grades 6 through 12.
PUB DATE- 96
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Drinking; Drug Education; *Drug Use; Intermediate Grades; Juvenile Gangs; National Surveys; *Prevention; Secondary Education; Student Behavior; Suicide; Tables (Data); *Violence

This booklet provides graphs, tables, and a summary compiled from data collected in schools using the 1995-1996 PRIDE Questionnaire. The data reflect prevalence and patterns of drug and alcohol abuse, violence, gang activity, and suicide. This report is designed for educators to use within their drug abuse and violence awareness and prevention programs with faculty, students, and parents. This report is divided into four chapters. Chapter One, Introduction, contains a news release about results of the Pride Survey. Chapter 2, Summary Statistics, includes five figures that summarize some of the student information questions in regards to drug use. These data were gathered by examining specific subsets of the youth population. Chapter 3, Standard Graphs, includes 26 graphs that explain the relationship between student behavior and alcohol/drug use. The location and time of drug use graphs help with understanding the need for a commitment to drug abuse prevention by parents and the larger community. They show that student alcohol and other drug use occurs most often outside the school and at times when school is not in session. The Perceived Harm of alcohol and other drugs graphs assist with understanding how false assumptions concerning harm are related to drug use. When drugs are perceived as harmless, the probability of use increases. The availability graphs show that easy access to drugs increases the probability of use and that availability increases at higher grade levels. Chapter 4, Percentage Tables, contains 135 tables. Each table corresponds to an item on the questionnaire. Data is presented by grade level. (MKA) word learning in reading and writing. The article states that the first two areas of knowledge, and the way they are interrelated, contribute to young children's growth in the ability to solve words while reading for meaning, while the third area strongly supports learning in the first two areas and also helps to accelerate early learning in literacy. These elements together contribute to the child's development of a larger process in which the reader uses "in-the-head" strategies in an efficient way to access and orchestrate a variety of information, including meaning and language systems, with the visual and phonological information in print. The article provides a definition and description of each of the three foundational components of early literacy. It describes and discusses seven components of the Reading Recovery lesson, identifying within each the potential for supporting children's learning in the areas of phonological awareness, orthographic awareness, and word recognition. Contains 3 figures and 15 references. (NKA)

ED 437 617   CS 013 829

Literacy Teaching and Learning: An International Journal of Early Reading and Writing, 1999.
PUB DATE- 99
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Writing; Case Studies; Family Environment; High Risk Students; *Instructional Effectiveness; Primary Education; Reading Difficulties; *Remedial Reading; Whole Language Approach; Writing Research
IDENTIFIERS- African Americans; California; Phonological Awareness; *Reading Recovery Projects

Developed as a vehicle of communication for the Reading Recovery Council of North America, this journal represents an international effort to connect researchers, teachers, and all those interested in early literacy. Articles in the first issue of this fourth volume are: "The Development of Literate Potential in Literature-Based and Skills-Based Classrooms" (Zhihui Fang); "The Development of Phonological Awareness and Orthographic Processing in Reading Recovery" (Katherine Anne Dougherty Stahl, Steven A. Stahl, and Michael C. McKenna); "Early Writing: An Exploration of Literacy Opportunities" (Billie J. Askew and Dianne Frasier); and "Emotions, Cognition, and Becoming a Reader: A Message to Teachers of Struggling Learners" (Carol A. Lyons). Articles in the second issue of the fourth volume are: "Cultural Production as Reproduction in the Appropriation of Mediational Means in School and in Out-of-School Contexts" (Christopher Worthman); "Case Studies of the Writing and Thinking of Three African American Second Graders in a Whole Language Classroom" (Penny A. Freppon); "The Effects of Reading Recovery on Children's Home Literacy Experiences" (Christine A. Marvin and Janet S. Gaffney); and "The Success of Reading Recovery for English Language Learners and Descubriendo La Lectura for Bilingual Students in California" (Judith C. Neal and Patricia R. Kelly). (RS)

ED 437 618   CS 013 830

Schoenbach, Ruth; Greenleaf, Cynthia; Cziko, Christine; Hurwitz, Lori
Reading for Understanding: A Guide to Improving Reading in Middle

PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Instructional Materials; *Media Selection; *Phonics; Primary Education; *Program Evaluation; *Reading Instruction; *Reading Materials; Teacher Role
IDENTIFIERS- *Commercially Prepared Materials

The number of packages--kits, games, computer discs, audiotapes, and videotapes--offering phonics instruction is growing almost daily. These commercial packages are marketed to parents to use with their children or to teachers and school districts as supplements to classroom programs of reading instruction. This booklet outlines questions which should be asked about these programs and offers some ways to evaluate their effectiveness. The booklet discusses some characteristics of good reading instruction and considers how good phonics instruction fits into the instructional plan. (Contains 13 additional sources of information.) (NKA)

ED 437 639 CS 013 852

Baines, Lawrence, Ed.; Kunkel, Anthony J., Ed.
Going Bohemian: Activities That Engage Adolescents in the Art of Writing Well.
PUB DATE- 00
NOTE- 373p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Creative Teaching; Creative Writing; Instructional Effectiveness; *Language Arts; Learning Activities; *Lesson Plans; Nonfiction; Poetry; Secondary Education; Teacher Role; *Writing Assignments; *Writing Skills; *Writing Strategies
IDENTIFIERS- Writing Contexts

This collection of 45 lesson plans contributed by English language arts scholars and practitioners provides activities that have been tested and proven effective with all levels of learners in middle school and high school classrooms. The activities in the collection advocate using unconventional strategies, competitive games, art and multimedia, and indirect approaches to teaching some of the difficult lessons of writing, with lesson plans that use hooks that interest students and encourage them to participate. The collection is divided into the following sections (each section contains five different writing assignments): Starting Out; Multimedia; Sentence Structure; Enriching Vocabulary; Nonfiction; Creative Writing; Point of View and Tone; Literature; and Poetry. An extensive list of recommended books, magazines, music, TV, and video is appended. (NKA)

ED 437 640 CS 013 853

Moore, David W.; Bean, Thomas W.; Birdyshaw, Deanna; Rycik, James A.
Adolescent Literacy: A Position Statement for the Commission on Adolescent Literacy of the International Reading Association.

exaggerate, color, and dream with words, without constraints upon their feelings or creativity--he tells them "not to worry that their shoelaces might be untied when they give someone a kiss." The video program shows that within 45 minutes Koch's students were writing poetic verse with enthusiasm and purpose, and with sparkles in their eyes. The program's notes stress that Koch's lesson is really for the teachers, who quickly see the merits of a fresh, creative, risk-free, hands-on approach to the study of poetry in the schools. (NKA)

ED 437 661 CS 216 982

Teaching Children To Write Poetry. Poetry and Children Series.
PUB DATE- 99
NOTE- 0p.; See CS 216 981 for another videotape in the series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Classroom Techniques; *Creative Writing; *Figurative Language; High Schools; Learning Motivation; *Poetry; Videotape Recordings
IDENTIFIERS- *Expressive Writing; Poetry in the Schools; Poetry Workshops

This 30-minute videotape program is designed to show educators, librarians, and parents that teaching children how to write poetry will help them feel their worth, instill confidence in them, and create in them an enthusiasm for learning in general. The program is part of the "Poetry and Children Series," which is based on the idea that poetry is an enjoyable and important way to help children learn and utilize the English language. (NKA)

ED 437 662 CS 216 983

Berry, Susan; Guzy, Jennifer; Keelan, Kathleen; Kolinski, Elizabeth; Kuknyo, Kathleen
Improving Children's Writing.
PUB DATE- 99
NOTE- 90p.; Master's Action Research Project, Saint Xavier University/IRI Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Instructional Effectiveness; Primary Education; Student Journals; Student Motivation; *Writing Achievement; *Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- Graphic Organizers

This report describes a program for motivating primary students to improve their writing skills. The targeted population consists of first and second grade students located in a large urban area. The need for improving writing skills is evidenced by classroom teacher observations, class participation, writing assessments, and student journals. Analysis of probable cause data reveals that students are unable to effectively communicate through written language. Three probable causes are: student's apprehension towards writing, a lack of time spent on writing, and teachers not being adequately trained to teach writing. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of different motivational strategies. Intervention lessons will include graphic forensics. Second, it contrasts the ego and mastery approaches to competitive behavior. Third, it suggests possible steps that can be taken to promote the acceptance and accomplishment of competitive goals by individual forensics programs. (Contains 12 references.) (Author/RS)

ED 437 683 CS 510 208

Schrodt, Paul; Tate, Tara; Carter, C. C.
Parental Modeling and the Development of Communication Apprehension in Elementary School Children: A Latino Perspective.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; Communication Research; *Family Environment; Grade 5; Hispanic Americans; Intermediate Grades; *Parent Attitudes; *Parent Role; Pilot Projects
IDENTIFIERS- Latinos

This pilot study sought to extend K.L. Hutchinson and J.W. Neuliep's (1993) research regarding the relationship between parental modeling of communication apprehension (CA) and the development of children's CA. Furthermore, the study examined this relationship within the context of Latino families. Subjects were 82 fifth graders attending a predominantly Latino elementary school and their parents from a metropolitan area in the southwestern United States. The initial results, based on Hutchinson and Neuliep's (1993) research, indicated that there is no relationship between parental attitudes toward communication, parental modeling, and the subsequent development of CA in Latino elementary school children. A second analysis, using scales with improved reliability, indicated a negative relationship between mothers' spousal CA and parental modeling in children. (Contains 57 references and 3 tables of data.) (Author/RS)

ED 437 684 CS 510 209

Allen, Myria W.
Observing Power and Ideology in a Corporate Language Class.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Employer Employee Relationship; Ethnography; *Organizational Communication; *Power Structure; Second Language Learning
IDENTIFIERS- *Communication Behavior

This ethnography reports on how power flowed along communication channels and how communication was the means through which power was exercised and developed when the author was a participant-as-observer in a 10-week Spanish language class offered by a major manufacturing company to its line supervisors. The paper focuses on whether or not class attendance was truly voluntary following a memo regional

*Total Quality Management
IDENTIFIERS- *Consensus; Deming (W Edwards); Ontario

This handbook combines the outcomes of the "Symposium on Quality Schools" (April 14, 15 and June 2, 3, 1994, Toronto, Canada) with a continuing presentation of the quality philosophy. It is designed to guide the development and implementation of quality-driven educational programs. Quality schools are committed to creating enhanced learning environments through purposeful, cooperative actions of all individuals engaged in the educational enterprise. Quality schools stress organizational purpose, leadership commitment, teamwork, learning processes, customers/clients, and management through data. The introduction explains the four components of Deming's quality philosophy: his 14 points, concept of process and system, impact of extrinsic rewards, and importance of knowledge. Chapter 1 presents a quality agenda for education and its leadership, drawing on the Kodak Canada experience. Chapter 2 focuses on customers, suppliers, and process--three key concepts for developing quality schools. Chapter 3 shows the relationship of teamwork to the customer-supplier heuristic, tackling conflict barriers and consensus-building strategies. Chapter 4 discuses added value, quality assurance, and quality school checklist. An Afterword contains advice on transitions to practice, lists 13 references, and give biographical information about authors and presenters. Each chapter contains core questions, key symposium learnings, an implementation checklist, and additional references. (MLH)

ED 437 706 EA 029 193

Barlosky, Martin; Lawton, Stephen
School Advisory Councils & Consensus Decision-Making. Developing Quality Schools: Learning Module #1. Making It Work--The Quality Schools Approach.
PUB DATE- 95
NOTE- 29p.; For the handbook and other learning modules, see EA 029 192-195.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Participative Decision Making; *Quality Control; *School Effectiveness; *Total Quality Management
IDENTIFIERS- *Consensus; Goal Setting; Ontario; *School Councils; United States

The advent of advisory councils presents a promising opportunity for schools to maximize a largely untapped resource for increased educational effectiveness. This modular training guide, which supplements "Developing Quality Schools: A Handbook," shows practitioners how to set the context for and apply the consensus decision-making method to support and guide their advisory councils. In part I, school advisory councils are defined as broadly constituted bodies designed to give communities an opportunity to contribute to school development. Both educators and community members can maximize this opportunity by learning how to develop a shared purpose, understanding the stages of school council development, and learning to apply consensus decision making. Part II, which discusses the context for consensus decision making, contains tips on preparing for the first school council meeting, a first meeting exercise, and a review of councils' developmental

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Confidential Records; *Disclosure; Educational Administration; Elementary Secondary Education; Employment Practices; *Guidelines; *Personnel Data; *Personnel Policy; *School Personnel

This document discusses the issues and regulations that affect schools, school districts, and state education agencies in the release of personal information on their employees. It is not intended to provide legal guidelines, but rather to introduce the key concepts involved in protecting and managing information in staff records. By understanding the privacy issues surrounding staff records, agency or school officials may develop policies and procedures to protect employee privacy without conflicting with the public's need to know and its right to have access to government records. The text is divided into four chapters. Following an overview, chapter 2 discusses open government versus personal privacy. It presents guidelines that address trustee of records, public agency, public records, personnel files, personal privacy interests, and clearly unwarranted invasion of personal privacy. Chapter 3 examines access to and release of staff records and describes guidelines on providing internal access and use, managing the release outside an agency, evaluating a request, and documenting requests and release. The final chapter discusses the collection and maintenance of staff records and presents guidelines on types of data to collect, data maintenance, collecting and using unique identifiers, adding new information to records, licensure and certification data, and the disposal of data. (Contains a glossary.) (RJM)

ED 437 726 EA 030 205

Phipps, Ronald A.; Harrison, Katheryn V.; Merisotis, Jamie P.
Students at Private, For-Profit Institutions. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 00
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Private Education; *Private Schools; Proprietary Schools; *Student Characteristics; *Student Costs; Student Financial Aid; Tables (Data)

This report examines the financing patterns and demographic characteristics of students at private, for-profit institutions. There are three levels of private, for-profit institutions: less-than-2-year, 2-year, and 4-year institutions. The analysis focuses on students attending 2-year and less-than-2-year, for-profit institutions. The high standard errors and low sample sizes made it difficult to analyze any changes between 1992-93 and 1995-96 for the 4-year sector. The findings indicate that the majority of the students attending these schools were female, white, age 23 or younger, and independent. They delayed their enrollment for a year or more after high school, attended full-time for at least part of the academic year, and worked while enrolled. The federal disabilities (ITD) contain the following articles: "Developing an Accessible Online Public Access Catalog at the Washington Talking Book and Braille Library" (Charles Hamilton); "Assistive Technology in the Science Laboratory: A Talking Laboratory Work Station for Visually Impaired Science Students" (David Lunney); "Integrating Hypermedia and Assistive Technology: An Overview of Possibilities" (Bob Perkins); "Computer-Assisted Learning and Language-Impaired Children" (Robert Ward); "Audio Description--Seeing Theater with Your Ears" (John Miers); "Technological Access and the Law" (L. Scott Lissner); "Access to GUIs (Graphical User Interfaces): Setting Accessibility Standards for Computer Systems" (Doug Wakefield); "Maintaining Lynx to the Internet for People with Disabilities: A Call to Action" (Richard Seltzer); "Introduction: Information Technology and Access to Libraries: A Special Issue" (Tom McNulty); "Enhancing Library Service for Patrons with Disabilities through Staff Sensitivity Training and Specialized Bibliographic Instruction" (Marilyn Graubart); "The A-D-A-P-T-A-B-L-E Approach: Planning Accessible Libraries" (Alan Cantor); "The Rise of the Graphical User Interface" (Alistair D. N. Edwards); "Universal Access and the ADA (Americans with Disabilities Act): A Disability Access Design Specification for the New UCLA (University of California at Los Angeles) Library On-Line Information System" (Daniel Hilton Chalfen and Sharon E. Farb); "Access to Library Internet Services for Patrons with Disabilities: Pragmatic Considerations for Developers" (Courtney Deines-Jones); "Levelling the Road Ahead: Guidelines for the Creation of WWW Pages Accessible to Blind and Visually Handicapped Users" (Judith M. Dixon); and "Recording for the Blind and Dyslexic: The Development of an Internet Accessible Online Catalog" (Steve Noble). Individual issues also contain news items, reviews, and calls for papers. (DB)

ED 437 745   EC 306 754

McNulty, Tom, Ed.
Information Technology and Disabilities, 1996.
PUB DATE- 96
NOTE- 69p.; This is an electronic journal, published only in electronic form by Equal Access to Software and Information (EASI), a project of the TLT group (an affiliate of the American Association for Higher Education). These pages have been downloaded from the EASI Web site at the Rochester Institute of Technology (RIT).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Computer Uses in Education; *Disabilities; Educational Technology; Hearing Impairments; Higher Education; *Information Technology; Rehabilitation; Science Education; *Technological Advancement; Visual Impairments

This document consists of all issues/pages of the electronic journal "Information Technology and Disabilities" published during 1996, i.e., a total of 13 ITD articles: (1) "New CSUF (California State University at Fullerton) Braille Transcription Center Promotes Access to Postsecondary Instructional Materials for the California State University System" (Daniel Hilton Chalfen and others); (2) "A Brief Historical Overview of Tactile and Auditory Aids for Visually Impaired Mathematics Educators and Students" (Evelyn Kubiak-Becker and others); (3) "Research Note: the Braille N Speak as a Laboratory Tool for Blind Students" (David Lunney and

information on students with dual sensory impairments, see ED 393 275, EC 307 610 and EC 307 612. Includes Usher Screening Forms in Spanish.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Disability Identification; Elementary Secondary Education; Evaluation Methods; *Hearing Impairments; Information Sources; Neurological Impairments; *School Nurses; *Screening Tests; Student Characteristics; Student Evaluation; Symptoms (Individual Disorders); *Visual Impairments
IDENTIFIERS- *Related Services; *Usher Syndrome

This manual was written specifically to help school nurses conduct screenings for Usher syndrome, a genetic condition that involves deafness or hearing loss and the progressive loss of vision. It provides information on the step-by-step process of how to conduct a screening, the actual forms needed for a screening, and resources for referring students for further evaluations and counseling. Sections of the manual address: (1) symptoms of Usher syndrome; (2) heredity of the disorder; (3) how a screening is conducted; (4) conducting a paper screening; (5) station screening, the role of the screener, and the role of the interpreter; (6) evaluating the results; (7) when to recheck a student; and (8) when to refer a student for an opthalmological evaluation. Written and visual resources are provided, along with national, state, and regional organizations relating to Usher syndrome. Appendices include supplemental materials that address retinitis pigmentosa, characteristics of Usher syndrome and sensorineural hearing loss, electroretinogram evaluations, an Usher screening inservice agenda, and how to explain Usher syndrome to kids. A case study of a student with Usher syndrome is provided, and blank forms include questionnaires, the Cone Adaptation Test, the Field Screening Test and the Balance Test. (Contains 32 references.) (CR)

ED 437 764 EC 307 612

Student Portfolio: A System for Documenting the Strengths, Needs, and Abilities of Students Who Are Deaf Blind.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 105p.; For more information on students with dual sensory impairments, see ED 393 275, EC 307 610 and EC 307 611.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Adolescents; *Daily Living Skills; *Deaf Blind; Elementary Secondary Education; Evaluation Methods; Incidence; *Portfolio Assessment; Preschool Children; Preschool Education; *Student Characteristics; *Student Evaluation; Transitional Programs
IDENTIFIERS- Kansas

This guide was developed as part of a 4-year federally funded project designed to provide services to infants, toddlers, children, and youth with deaf-blindness in Kansas. The project included a pilot project on student portfolio development that

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; *Disabilities; Early Childhood Education; *Employed Parents; Employer Employee Relationship; Focus Groups; Foreign Countries; French; Infants; Interviews; *Labor Force Nonparticipants; Labor Standards; *Labor Utilization; Public Policy; Toddlers; Work Attitudes; *Work Environment; Young Children
IDENTIFIERS- Alberta; British Columbia; *Canada; Ontario

This report discusses the outcomes of a study that sought to identify the particular problems Canadian parents caring for children with disabilities face in trying to make the transition to work in terms of their child care arrangements and employment-related factors, and best practices in child care arrangements and employment accommodations. Thirty families were involved in the study through individual interviews and focus groups in Ontario, Alberta, and British Columbia. Findings indicate there are major roadblocks to labor force participation of parents of children with disabilities. While there is a need for additional investment in accessible child care, there is also a need for greater awareness on the part of employers. Flexibility in hours and location of work, recognition of particular needs in benefits packages, and awareness of managers and co-workers was found to be essential. The study also identified a number of factors in the broader policy environment that limit the supports that families need, such as increasing regionalization of services, an ongoing policy bias in favor of institutional supports, disincentives to enter the paid labor force because of inadequate home supports, cutbacks to child care programs, and labor standards. (Contains 59 references.) (CR)

ED 437 782 EC 307 630

Pontino, Jamie Lyn; Schaal, Kelly; Chambliss, Catherine
Changes in Rate of Learning in Autistic Children Following 9 Months on a Gluten-Free Diet.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autism; *Behavioral Science Research; Children; Cognitive Ability; *Cognitive Processes; *Dietetics; Etiology; Food; Males; *Nutrition; *Outcomes of Treatment; Program Effectiveness
IDENTIFIERS- *Gluten

This report discusses the outcomes of a study that investigated the effects of a gluten-free diet on three males with autism between the ages of 5 to 8 years old. All subjects were also participants in prior studies on the effects of the gluten-free diet on the learning processes of children with autism in an applied behavioral analysis program. The three subjects on the gluten-free diet had an average of 2.1 years experience of applied behavioral analysis. Rates of learning of five behavioral targets of the participants involved the number of attempts required to reach a behavioral target during a pretreatment baseline and at 9 months after the initiation of the gluten-free diet. The total number of attempts for the last five targets mastered following 6 months and 9 months on the gluten-free diet comprised the post-treatment scores for each participant. Both the between subjects and within subjects measures revealed no significant increase in the rate of learning following the implementation of the gluten-free diet over a 9-month period. The report discusses the etiology of

IDENTIFIERS- Individuals with Disabilities Education Act
This publication is designed to assist schools in complying with 1997 Individuals with Disabilities Education Act provisions that require assistive technology (AT) be considered when developing the Individualized Education Program of a student with a disability. The first part of the guide presents a series of issues that should be addressed when considering AT for individual students, centered around five critical points: (1) students should be evaluated in their customary environments, including both an assessment of their AT needs and a functional assessment; (2) training and technical assistance should be provided to the child, the family, and to teachers and providers significantly involved in the care and education of children with disabilities; (3) issues surrounding the acquisition and use of assistive technology devices for students; (4) how AT devices should be selected, designed, fitted, customized, adapted, maintained, repaired, and replaced; and (5) how AT devices should be integrated with the use of other therapies, interventions or services. The second part of the guide provides action steps for parents and advocates for getting AT on the radar screen at the local level. A list of AT resources is provided. (CR)

ED 437 801 EC 307 651

Whitson, Joanne B.
Wyoming Department of Education Deaf-Blind Project Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 72p.; For related project report, see ED 391 283. Accompanying videotapes not available as part of an ERIC document.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; American Indians; *Clinical Diagnosis; *Deaf Blind; Disability Identification; Educational Methods; Elementary Secondary Education; *Incidence; Infants; *Inservice Education; Parent Education; Preschool Education; State Programs; *Technical Assistance; Toddlers; Videotape Recordings
IDENTIFIERS- *Wyoming
This final report describes activities and accomplishments of the Wyoming Department of Education Deaf-Blind Project, a 4-year federally supported project to identify children who have deaf-blindness and to provide technical assistance in the development of educational services for these children. Major accomplishments of the project included: identification of more children with deaf-blindness through biannual clinics; dissemination of information about the needs of children with dual sensory impairments; training of the Wyoming Early Intervention Assessment Team; collaboration with other agencies in the areas of identification of children with deaf-blindness; public awareness activities on deaf-blindness to the Native American population; and technical assistance to families and service providers. Individual sections of this report describe the project's purpose, goals and objectives, accomplishments, outcomes, problems, and impact. Extensive appendices include various forms and publications of the project, including an application form for the clinic, parent release forms, the school interview form, school checklist, family phone interview form, Wyoming Early Intervention Assessment Team evaluations, a

-Wood, David G.
Pesticides: Use, Effects, and Alternatives to Pesticides in Schools. Report to the Ranking Minority Member, Committee on Governmental Affairs, U.S. Senate.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Government School Relationship; *Pesticides; *Pests; *Public Schools; *School Safety
IDENTIFIERS- *Environmental Protection Agency; Integrated Pest Management

A government study investigated the federal requirements and existing information governing pesticide use in schools, what data exists on health problems associated with short- and long-term use, and the Environmental Protection Agency (EPA) and state responses to reduce pesticide usage around schools. Findings reveal no federal regulations exist regarding pesticide use involving schools, and while schools are required to use pesticides according to provisions on the labels, the instructions do not protect children differently than anyone else. No comprehensive information exists on the amount of pesticides used in the nation's public schools, and data on pesticide linkage to illnesses is also limited. The EPA and states have taken initiatives over the last decade to reduce pesticide use in schools by employing alternative pest management strategies, commonly referred to as integrated pest management (IPM). The EPA has encouraged schools to adopt IPMs since the early 1990s, including providing financial support to some state and school districts and developing manuals and education kits. Six states have mandated IPM use in their schools. Appendices provide a list of states' legislation and requirements on the use of pesticides in schools as of September 1999, comments from the EPA, and information on the study's scope and methodology. (GR)

ED 437 825 FL 025 436

Kitao, Kenji
Internet Resources: ELT, Linguistics, and Communication.
PUB DATE- 98
NOTE- 678p.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Behavior Standards; Communication (Thought Transfer); Computer Software; Educational Resources; *Electronic Mail; *English (Second Language); Faculty Publishing; Graduate Study; Information Sources; *Internet; *Language Research; Language Teachers; Linguistics; Professional Development; *Research Tools; Second Language Instruction; Writing for Publication
IDENTIFIERS- *Mailing Lists; Netiquette

This book lists sources of information on the Internet that may be useful in English language teaching (ELT) and the study of linguistics and communication. Two introductory chapters provide information on using the reference effectively and on the using the online resources it lists for graduate study, including graduate information needs and the resources required for gaining access to the Internet. Subsequent chapters look at the Internet itself (structure, cost, kinds of resources, ED 437 845 FL 026 121

Yamashiro, Amy D.; McLaughlin, John W.
The EFL NGO Forum: Integrating Cooperative Learning and Global Issues.
PUB DATE- 99
NOTE- 14p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; College Students; *Communicative Competence (Languages); *Cooperative Learning; *English (Second Language); Experiential Learning; Foreign Countries; *Global Education; Grouping (Instructional Purposes); High School Students; High Schools; Higher Education; Second Language Instruction; Second Language Learning; Teacher Role; Teaching Methods; Whole Language Approach
IDENTIFIERS- Japan

This chapter explains the rationale and design of a communicative English-as-a-foreign-language (EFL) course using a mock nongovernmental organization (NGO) forum simulation to encourage students to investigate global issues. Cooperative learning and global education share several common goals: cooperation, interdependence, mutual understanding, enhanced communication skills, and developing learner autonomy. This approach helps teachers transform their roles from the authority of knowledge and language to that of the guide. By taking the four-skills, whole-language approach for teaching content-based EFL, it is possible to create a course using authentic readings, a video-text package, and a cooperative group work to provide students with the requisite language training so that they can be successful. In this way, the students become more involved in the language learning process by creating materials, cooperating within study groups, and solving problems related to both content and process. For many students, the challenge of experiential learning was the most important and memorable part of the course, because they could see the concrete impact of their actions. This empowering structure of student-directed activity provided EFL students with a clear purpose for acquiring the knowledge and a venue for integrating the four skills, while promoting positive attitudes toward language learning and increased awareness of global issues. (Contains 37 references.) (KFT)

ED 437 846 FL 026 122

Thornton, Patricia
Reading Together.
PUB DATE- 99
NOTE- 12p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; College Students; *Cooperative Learning; *English (Second Language); Foreign Countries; *Group Discussion; Grouping (Instructional Purposes); *Reading Instruction; Second Language Instruction; Second Language Learning; *Teaching Methods; Two Year colleges

background account for the majority of the variation in the career pathways of Rhodes scholars chosen for eminence. (Contains 40 references.) (CH)

ED 437 866 HE 032 698

Bair, Carolyn Richert
Meta-Synthesis. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Literature Reviews; *Meta Analysis; Qualitative Research; Research Design; *Research Methodology; Researchers
IDENTIFIERS- *ASHE Annual Meeting; Meta Ethnography

This study describes the use of meta-synthesis to review a large body of research literature and systematically synthesize the findings in an effort to develop a more informed understanding of a particular area of interest. Sections of the paper review similarities and differences among meta-analysis, meta-ethnography, and meta-synthesis; review a number of prior studies which integrated both quantitative and qualitative research; discuss significant factors to be considered in a meta synthesis approach to inquiry; review sample selection and data collection; analyze the data and test it for validity; note research used and the time frame of the study; and list the five different types of research studies--quantitative descriptive research, correlational research, criterion group research, experimental/quasi-experimental research, and qualitative research--selected for this meta-synthesis. The paper concludes that this approach can provide new information, understandings, interpretations, and meanings useful for faculty, researchers, and policymakers. (Contains 30 references.) (CH)

ED 437 867 HE 032 699

Eckel, Peter D.
The Role of Shared Governance in Institutional Hard Decisions: Enabler or Antagonist? ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Case Studies; College Environment; College Faculty; College Governing Councils; *Decision Making; *Faculty College Relationship; *Governance; Higher Education; *Participative Decision Making; *Policy Formation; Program Evaluation; Program Termination; Trustees; Universities
IDENTIFIERS- *ASHE Annual Meeting

This study explores the ability of shared governance systems to make institutional hard decisions, focusing particularly on discontinuance of academic programs. A case study method

Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Faculty; Correlation; Educational Resources; Faculty College Relationship; Foreign Countries; Full Time Faculty; Higher Education; *Job Satisfaction; Life Satisfaction; *Mexicans; Organizational Climate; Part Time Faculty; Predictor Variables; *Quality of Working Life; Statistical Analysis; *Work Environment
IDENTIFIERS- *ASHE Annual Meeting; *Mexico

This study examined overall job satisfaction among college faculty in Mexico. The study used data from a 1992-93 Carnegie International Faculty Survey. Secondary multiple regression analysis identified predictor variables for several faculty subgroups. Results were interpreted by differentiating between work-related and intrinsic factors, as well as by relating particular predictors to conditions affecting the Mexican academic profession. The strongest predictor variables were work-related (management, job security, academic salary); academic climate (academic collaboration, intellectual atmosphere); and other intrinsic variables (teaching and governance issues) played a secondary role. The study found that while Mexican faculty were generally dissatisfied with the job situations in which they work on a day-to-day basis, on a long-term basis they hold the careers they have chosen in high regard. The results were strongest for full-time faculty and faculty holding doctorates; they were weaker for part-time faculty and full-time faculty with no graduate degrees. Eight tables summarize the data. (Contains 27 references.) (CH)

ED 437 886 HE 032 758

Pope, Myron L.; Miller, Michael T.
Support Services for Student-Athletes: Athletic Department and Student Affairs Officers Perceptions.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Athletics; College Programs; College Students; Counseling Services; Extramural Athletics; Higher Education; Student Personnel Workers; Surveys; *Team Sports

This study examines the types of programs provided by higher education institutions for student-athletes and assesses how well particular services contribute to students' academic and personal success. A survey instrument designed to measure perceptions and opinions about the variety and development of academic support services for student-athletes was completed by athletic directors and senior student affairs officers (n=212) at member institutions of the National Collegiate Athletic Association Division I-A football colleges during the 1995-96 academic year. The 21-item survey contained three demographic questions; the remaining 18 questions covered personal services, professional/career services, and academic services. The study found that athletic department personnel considered tutorial services, academic advising, and teaching of study skills the most important academic services; the same three services were also rated highly by student affairs personnel. Both athletic department and student affairs respondents rated least important support services such as planning for retirement from athletics, managing personal finances, and encouraging involvement in campus activities outside athletics. More than 80 percent of institutions reported providing services such as time management training, study skills programs, personal counseling, orientation and transfer help,

McNabb, Mary L.
Technology Connections for School Improvement. Teacher's Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 35p.; For related planners' handbook, see IR 019 868.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; *Educational Improvement; Educational Technology; Elementary Secondary Education; *Faculty Development; Information Technology; *Instructional Development; Internet; Teacher Competencies; Teacher Role
IDENTIFIERS- *Technology Integration; Technology Plans; *Technology Utilization

This guide is designed as a professional development tool for personal use within the context of a schoolwide improvement planning effort to assist individual K-12 classroom teachers who are beginning to integrate technology into their daily practices. Following an introductory section that addresses reasons for using technology, technology within schoolwide improvement planning, and the role of the technology committee and the individual teacher, the first section discusses developing a personal vision for uses of technology. The second section covers integrating technology into the curriculum, including developing lifelong learning skills, meeting content area standards, and technology in science, English/language arts, mathematics, and social studies instruction. Pursuing professional development is considered in the next section, including taking a learner-centered approach, technology-related proficiencies and levels of use, equitable use of technology resources, school-family-community partnerships, and a technology integration planning chart. The fourth section reflects on the next steps and presents a goal-setting chart. Most sections contain an objective, guiding questions, and relevant Internet resources. Action steps are also included to illustrate the transition a teacher experiences as she begins the process of infusing integrating technology into her daily routine. (Contains 23 references.) (MES)

ED 437 908 IR 019 868

McNabb, Mary L.; Valdez, Gilbert; Nowakowski, Jeri; Hawkes, Mark
Technology Connections for School Improvement. Planner's Handbook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 154p.; For related teacher's guide, see IR 019 867.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; Educational Improvement; *Educational Planning; *Educational Technology; Elementary Secondary Education; Information Technology; Internet; *Needs Assessment; Worksheets
IDENTIFIERS- *Technology Implementation; Technology Integration;

Secondary Education; National Surveys; School Surveys; Tables (Data); Teacher Surveys; Use Studies; Users (Information)
IDENTIFIERS- Access to Computers

This report, the third in a series from the spring 1998 national survey, "Teaching, Learning, and Computing," focuses on how teachers have incorporated computers into their instructional practices. The study is comprised of completed questionnaire responses from teachers, principals, and school technology coordinators from 1,616 schools. Part 1 discusses teacher-directed student use of computers, including basic descriptive statistics, access to classroom computers, and computer platforms used by students. The extent and variety of software used and teachers' objectives for use are addressed in part 2, including types of software used, software that teachers judge as most valuable for students, patterns of software use, objectives for computer use, and student computer use for school work on their own time. Part 3 considers teacher computer expertise and professional use, including teacher professional use of software, and teacher self-reported expertise with computers. It was found that teachers who are the most technically knowledgeable about computers are the ones most likely to have students use computers in varied and complicated ways. At any level, the cluster of teachers strong in most aspects of computer use is small (5% of elementary school teachers, 4% of middle school teachers, and 13% of high school teachers). Although small in numbers, these teachers constitute the standard for instructional computer use, and their numbers are likely to increase in the near future. Data are presented in 24 tables throughout the report. Supplementary tables and a summary of study methodology are appended. (MES)

ED 437 928   IR 019 892

Dillenbourg, Pierre, Ed.
Collaborative Learning: Cognitive and Computational Approaches. Advances in Learning and Instruction Series.
PUB DATE- 99
NOTE- 246p.; Book is one of the outcomes of the European Science Foundation's scientific program, "Learning in Humans and Machines."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cognitive Psychology; Computer Oriented Programs; *Computer Science; *Cooperative Learning; Interaction; Interdisciplinary Approach; *Problem Solving
IDENTIFIERS- *Collaborative Learning; Knowledge Development; *Machine Learning; Scholarly Communication

Intended to illustrate the benefits of collaboration between scientists from psychology and computer science, namely machine learning, this book contains the following chapters, most of which are co-authored by scholars from both sides: (1) "Introduction: What Do You Mean by 'Collaborative Learning'?" (Pierre Dillenbourg); (2) "Learning Together: Understanding the Processes of Computer-Based Collaborative Learning" (Karen Littleton and Paivi Hakkinen); (3) "The Role of Grounding in Collaborative Learning Tasks" (Michael Baker, Tia Hansen, Richard Joiner, and David Traum); (4) "What Is 'Multi' in Multi-Agent Learning?" (Gerhard Weiss and Pierre Dillenbourg); (5) "Comparing Human-Human and Robot-Robot Interaction" (Richard Joiner, Kim Issroff, and John Demiris); (6) "Learning by Explaining to Oneself and to Others" (Rolf Ploetzner, Pierre Dillenbourg, Michael Preier, and David Traum); (7) "Knowledge Transformations in Agents and Interactions: A Comparison of

Technology; *Internet; Library Administration; Library
Development; Library Networks; Library Services; Marketing;
Nonprint Media; Online Searching; Reference Services; Staff
Development; User Needs (Information)
IDENTIFIERS- Intranets; Search Engines; Web Sites

These Proceedings of the Third Internet Librarian Conference include the following papers: (1) "Networking the Network: What Information Technology Fluency Can Do for You" (Jose Aguinaga, Kitty Little, and C.D. McLean); (2) "Moving Out of HTML into Database Solutions for the Web" (Kristin Antelman); (3) "Creating Your Own Virtual Depository Library" (Jerry Breeze and Saundra Williams); (4) "Internet Marketing Ideas for Public Libraries" (Beth Carpenter); (5) "New Roles in the Web Environment: Catalogers as Web Managers" (Lyn Condron); (6) "Providing Seamless Library Service to the Community" (Laura Hopper and Loretta Ivey); (7) "Providing Access to Licensed Databases for Remote Library Users" (Dan Lester); (8) "Tracking Electronic Journals" (Weiling Liu); (9) "GEM--The Gateway to Educational Materials" (Nancy Morgan); and (10) "Information Architecture Design" (Louis Rosenfield). (AEF)

ED 437 947 IR 057 576

Stripling, Barbara K., Ed.
Learning and Libraries in an Information Age: Principles and Practice. Principles and Practice Series.
PUB DATE- 99
NOTE- 375p.; This is the inaugural volume of the "Principles and Practice Series" that replaces a previous Libraries Unlimited Series, "School Library Media Annual."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Planning; Cooperative Programs; Information Services; Information Sources; Instructional Development; Learning Resources Centers; Librarian Teacher Cooperation; Library Collection Development; Library Instruction; Library Planning; *Library Role; *Literacy; Program Development; Standards; Teaching Methods
IDENTIFIERS- Information Age

This is the inaugural volume of the Principles and Practice Series which is intended to provide practicing library media professionals with research and theory that are grounded in effective practice. This volume is organized into six sections. Part 1, "Overview," provides an overall context for examination of literacy and learning in an information age. Part 2, "Context of Learning," features three chapters that give essential background information on learning. "Context of Collaborative Planning and Teaching," Part 3, shares principles that underlie effective collaboration, offers teaching strategies for a standards-based approach to learning through the library media center, includes an approach for creating meaningful assignments, and gives an overview of assessment techniques. Part 4, "Context of Library Media Programs," brings the learning focus to the library media program itself, offering insights into collection development in an age of constructivist learning and strategies for designing library media programs based on learning. In Part 5, "Connecting to the Community," strategies are laid out for building a community of

"Science and Fun Experiments To Do," including experiments and activities, inventions and accidents, the world around us, dead bodies (archaeology and anthropology), and the human body; (6) "Fascinating People," including scientists/artists/musicians/writers, amazing women, athletes, historical figures, kids' favorite authors and illustrators, heroes and heroines, and fascinating kids; (7) "Our Wonderful, Terrible Past," including ancient history, customs and costumes throughout the ages, the American spirit, slavery and freedom, the continuing struggle for freedom, and the Holocaust and World War II. Each chapter contains a bibliography. Includes author/illustrator and title indexes. (MES)

ED 437 967 IR 057 618

Andronik, Catherine M., Comp.
Information Literacy Skills, Grades 7-12. 3rd Edition. Professional Growth Series.
PUB DATE- 99
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Uses in Education; Cooperative Programs; Ethics; *Information Literacy; *Information Skills; Information Technology; Internet; Librarian Teacher Cooperation; *Library Instruction; Multimedia Materials; Problem Solving; Reading Motivation; Research Skills; Secondary Education; Student Research; Training
IDENTIFIERS- Big Six; Media Literacy; Web Sites

In the past 10 years there has been a revolution in information technologies, a revolution that has forever changed the way librarians and library media specialists view and teach "library skills". The frightening thing is that 5 or 10 years from now, many of today's most exiting and promising innovations will be completely obsolete, and there is no way of knowing which ones, or what will replace them. What has been learned from all this change, and what students are developing, is a spirit of flexibility, an openness to the inescapable reality of change, and an ability to locate common denominators. The 124 articles chosen for this book are concentrating on broad and current concepts and trends, and the occasional specific popular program. The text is a compilation of 124 articles on teaching information literacy to secondary school students, organized into the following 11 chapters: (1) "What Is Information Literacy?"; (2) "Orientation and Using Traditional Resources"; (3) "Research Methods and Models"; (4) "Computer Skills"; (5) "Using the Internet for Research"; (6) "Multimedia Presentation Programs"; (7) "Collaboration"; (8) "Reading and Literature Appreciation"; (9) "Training Students and Teachers"; (10) "Assessing Information Literacy Skills"; and (11) "Ethical Issues." Most chapters contain a section of practical tips. Includes a bibliography of books and World Wide Web sites. (MES)

ED 437 968 IR 057 619

McElmeel, Sharron L.; Smallwood, Carol
WWW Almanac: Making Curriculum Connections for Special Days, Weeks and Months. Professional Growth Series.
PUB DATE- 99
NOTE- 218p.; Cover title varies.
LANGUAGE- English

accessibility to college for the state's citizens. The report's sections are as follows: (1) "Introduction"; (2) "Background and Scope"; (3) "Current Regulation and Statute"; (4) "Enrollment Management and Emerging Themes in Higher Education"; (5) "Enrollment Trends in California"; (6) "Enrollment Management Considerations"; (7) "Enrollment Management Strategies"; (10) "Role of the Local Academic Senate"; (11) "Recommendations for Developing and Evaluating Enrollment Management Plans"; (12) "Summary"; and (13) "Glossary of Enrollment Management Key Terms." Contains 10 references. (RDG)

ED 437 988 JC 000 121

Participating Effectively in District and College Governance.
PUB DATE- 98
NOTE- 24p.; Guidelines have been developed by a joint task force of representatives of the California Community College Trustees (CCCT), Chief Executive Officers of the California Community Colleges (CEOCCC) and the Academic Senate of the California Community Colleges.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Governing Councils; *Community Colleges; *Educational Legislation; Governance; *Governing Boards; Government Publications; *Participative Decision Making; *State Legislation; State School District Relationship; Two Year Colleges
IDENTIFIERS- *California

This document is intended to present guidelines to help districts and colleges successfully implement state laws and regulations that call for effective participation by the larger college body. The document was prepared for use by trustees, CEOs, academic senate leaders, administrators, classified staff and students so that they can participate more effectively in decision-making processes. The document is divided into 8 parts: (1) local board policy on collegial consultation; (2) academic and professional matters; (3) mutual agreement and rely primarily; (4) implementing the collegial consultation process; (5) roles of the academic senate and exclusive bargaining agent; (6) students and staff; (7) keeping participatory governance strong; and (8) compliance. Each part is dedicated to a specific issue area and is organized in the form of questions and answers. The 8 parts cover a diverse range of issues, including academic and professional matters, procedural information on adopting and implementing recommendations, academic senate roles regarding exclusive bargaining, students and staff, and compliance. (AF)

ED 437 989 JC 000 122

Santa Monica College Master Plan for Technology. Revision 1998-2000.
PUB DATE- 98
NOTE- 332p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Uses in Education;

efficiency are implemented. (Contains 5 tables, 3 figures, and 27 references.) (MN)

ED 437 501 CE 079 368

Hilley, Robert
Power Product Equipment Technician: Outboard-Engine Boat Systems. Teacher Edition and Student Edition.
PUB DATE- 00
NOTE- 454p.; For other "Power Product Equipment Technician" guides, see ED 421 661, ED 428 271-272, and ED 435 821.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; *Engines; *Job Skills; *Learning Activities; Lesson Plans; Motor Vehicles; Postsecondary Education; Power Technology; Secondary Education; Skilled Occupations; *Small Engine Mechanics; *Teaching Methods; Test Items; Units of Study
IDENTIFIERS- Boats; *Outboard Motors
This curriculum guide contains teacher and student materials for a course on outboard-engine boat systems for power product equipment technician occupations. The course contains the following three units of instruction: (1) Orientation to Outboard-Engine Boat Systems and Rigging; (2) Trailers and Safe Towing and Boat Operation; and (3) Seasonal Procedures. Each unit in the teacher edition includes some or all of the following components: suggested activities, answers to assignment sheets, written test with answers, unit evaluation form, transparency masters, and worksheet masters. In addition, the teacher edition also includes a competency profile, an instructional and task analysis, academic and workplace skill classifications and definitions, and a list of related academic and workplace skills. All of the unit components focus on measurable and observable learning outcomes. Each unit in the student edition includes some or all of the following components: objective sheet, information sheet, student supplements, assignment sheets, and job sheets. (KC)

ED 437 502 CE 079 527

Control Your Money: A Quick and Easy Guide.
PUB DATE- 97
NOTE- 115p.; Developed in collaboration with Consumer Credit Counseling Service of Central New York, Inc. Student workbook is appended.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Banking; *Budgeting; Consumer Education; *Credit (Finance); Expenditures; Family Life Education; Functional Literacy; Income; Instructional Materials; *Insurance; Investment; Learning Activities; Loan Repayment; *Money Management; Secondary Education; Textbooks
This text teaches students about money management and is designed to help the student as he or she tries to live within limits and decide important financial questions. Students are instructed about: getting control of your money; tracking your spending; figuring your income and expenses; making your spending plan balance; making money decisions; checking

Institutional Change and the Pressures for New Approaches to Teaching and Learning" (Bruce King); "Forging Policies in Flexible Learning" (Richard Edwards, Alan Tait); "'Human' Resource Management, 'Flexible' Learning and Difference: A Feminist Exploration" (Leonie Rowan); "Pedagogical Implications of Flexible Learning" (Mary Thorpe); "Using Media and Technologies for Flexible Workplace Learning" (David Hawkridge); "Flexible Delivery and Flexible Learning: Developing Flexible Learners?" (Terry Evans); "Flexible Learning, Postmodernity, and the Contemporary Workplace" (Robin Usher); "Flexible Learning, Work, and the Management of 'Intellectual' Capital" (John Garrick); and "Flexible Learning and the Construction of 'Working Knowledge'" (John Garrick, Viktor Jakupec). (YLB)

ED 437 520 CE 079 591

Mason, Robin
Globalising Education: Trends and Applications. Routledge Studies in Distance Education.
PUB DATE- 98
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Audiovisual Communications; Case Studies; *Distance Education; Educational Change; Educational Development; *Educational Technology; Foreign Countries; Futures (of Society); Higher Education; *International Educational Exchange; Open Universities; Program Implementation; *Textbooks; *World Wide Web
IDENTIFIERS- Australia; Duke University NC; Europe; United Kingdom; United States

This book charts how the tools of technology are altering ways in which higher education is being delivered and received. Divided into three sections, the book adopts a systematic and thoroughly researched approach to globalizing education. Part I examines major issues arising from the growing practice of global education. Chapter 1 considers the pulls and pushes affecting current interest in global education. Chapter 2 provides an overview of the delivery media currently in use on distance education courses, dividing them into four categories according to whether they are based on text, audio, video, or the World Wide Web, which integrates the other three. Chapter 3 illustrates ways in which the content of global education courses will be different from the traditional paradigm and will require different measures of quality assurance. Chapter 4 looks at the globalization of education from the students' point of view. Chapter 5 describes ways to organize a global education program. Part II provides five case studies (chapters 6-10) that highlight current developments and applications: Global Executive Master of Business Administration, Duke University, United States; Diploma in Open Learning, University of Southern Queensland, Australia; Jones Education Company: Knowledge TV and College Connection; IBM Global Campus; and the United Kingdom Open University. Part III presents a coherent view about current trends (chapter 11) and future trends (chapter 12). The book contains 99 references and an index. (YLB)

ED 437 521 CE 079 592

Oliver, Paul, Ed.
Lifelong and Continuing Education. What Is a Learning Society?

orientation for lifelong learning. Chapter 3 is a critique of the prevailing orthodoxy that assumes that a concern with education equates to a concern with formal education. Chapters 4-5 present some interview data that reflect the experience of a group of mature students currently in postcompulsory education. Data are organized under three themes: the course and the college, the student learning process, and motivational factors. The themes are depicted as a model of lifelong learning. Chapter 6 deals with the manner of data collection and analysis. Chapter 7 provides summaries of the key policy texts that were to appear during 1997: the Kennedy, Dearing, and Fryer reports. Chapter 8 explores some of the deficiencies of the current policy direction and argues that a radical proactive policy approach is required to bring about a society of lifelong learning. The book contains 130 references and subject and author indexes. (YLB)

ED 437 539   CE 079 620

Skills for a New Century. A Blueprint for Lifelong Learning.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; Educational Improvement; *Educational Needs; Entry Workers; *Futures (of Society); *Job Skills; *Job Training; Lifelong Learning; Postsecondary Education; Secondary Education; Standards; *Vocational Education

A group of leaders from business, organized labor, education, and government convened by Vice President Gore synthesized current thinking and promising practices on work force learning and issued recommendations to help Americans acquire the skills they need for the 21st century workplace. Four key recommendations were made for work force learning goals to move the country forward: (1) deliver education, training, and learning that are tied to high standards, lead to useful credentials, and meet labor market needs; (2) improve access to financial resources for lifetime learning for all Americans, including those in low-wage jobs; (3) promote learning at a time and place, and in a manner that meets that meet workers' needs and interests; and (4) increase awareness and motivation to participate in education, training, and learning. (Action steps and commitments from the groups involved are provided for each of these recommendations.) (KC)

ED 437 540   CE 079 622

Russell, Mary; Ginsburg, Lynda
Learning Online: Extending the Meaning of Community. A Review of Three Programs from the Southeastern United States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Education; Adult Learning; Adult Literacy; Case Studies; Community Organizations; *Distance Education; *Educational Technology; Literacy Education; *Online Systems; Program Effectiveness; Transformative Learning

most workers to wage workers and that eventually imposed a time-centered discipline in the workplace. This homogenized the mixture of work ethics of the nineteenth century into the profit-oriented, marketplace, consuming, and producing work ethic of the twentieth century. In twentieth century America, along with the work ethic began to grow a leisure ethic, a life ethic, an education ethic, and a caring ethic, all of which can combine to make life richer and more fulfilling. (A bibliographic essay concludes each chapter. An index is appended.) (YLB)

ED 437 557 CE 079 640

Stein, Sondra
Equipped for the Future Content Standards. What Adults Need To Know and Be Able To Do in the 21st Century.
PUB DATE- 00
NOTE- 171p.; For the EFF program materials, see ED 436 681. For EFF reports, see ED 410 402, ED 405 464, and ED 384 792.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Adult Basic Education; Adult Learning; *Adult Literacy; Basic Skills; Case Studies; Change Strategies; Curriculum Development; Educational Change; Educational Needs; Educational Objectives; Educational Planning; Evaluation Methods; Futures (of Society); Grants; Learning Processes; *Literacy Education; Models; *National Standards; Performance Based Assessment; Program Development; Program Evaluation; Skill Development; Strategic Planning; Student Evaluation; Systems Approach; Teaching Methods

This document presents the Equipped for the Future Framework (EFF) content standards that were developed over a 6-year period by hundreds of adult education practitioners, experts, and others nationwide to create a working consensus on what adults need to know and be able to do in the 21st century. Chapter 1 defines adult literacy for the 21st century. Discussed in chapters 2-5 are: building the EFF (fundamental purposes for learning, planning grants, constructing role maps, linking skills to effective performance, common activities, generative skills, from skills to standards); the EFF standards and how they work (4 categories of EFF skills, using the 16 EFF standards to assess performance); teaching and learning with the EFF (3 case studies); and a starting point for standards-based system reform (building consensus on results; aligning the system; reform at the classroom, program and system levels.) Seventy-seven footnotes to chapters 1-5 are listed. Appendixes constituting approximately 30% of the document contain the following information: EFF framework; role maps; common activities matrix; EFF content standards; documentation templates; lists of the EFF development partners and 1999-2000 Equipped for the Future Team members; and sources of additional information on EFF. (MN)

ED 437 558 CE 079 643

How To Design and Deliver an Effective Job Development and Placement Program. Neighborhood Networks.
PUB DATE- 99
NOTE- 19p.; For other documents in the Neighborhood Networks series, see ED 433 452, ED 434 225, and PS 028 284.

ED 437 577 CE 079 669

Bingman, Mary Beth; Ebert, Olga; Bell, Brenda
Outcomes of Participation in Adult Basic Education: The Importance of Learners' Perspectives. NCSALL Occasional Paper.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 27p.; For a related study, see CE 079 670.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Programs; Adult Students; Change; *Citizen Participation; Educational Benefits; Educational Research; *Employment Patterns; *Life Satisfaction; Literacy Education; Longitudinal Studies; Outcomes of Education; Parent Participation; Parent School Relationship; *Program Effectiveness; Program Evaluation; *Self Esteem
IDENTIFIERS- Workforce Investment Act 1998

This paper addresses how to measure the performance of programs by measuring the outcomes of program participation for learners. Based on studies conducted in Tennessee in which adult learners reported a broader and more complex set of outcomes than the three "core indicators" mandated by Title II of the 1998 Workforce Investment Act (WIA), the paper suggests that learners have a different perspective on performance than the authors of WIA and their perspectives should be considered at the policy level and by local programs. Section 1 examines performance accountability in adult basic education and how it is being applied in the WIA, the National Reporting System, and 17 state plans. Section 2 reports on findings of the Tennessee Longitudinal Study of Adult Literacy and a subsequent qualitative study. The following findings of the Tennessee study of adult literacy learners are reported: (1) there is an increase in rate of employment; (2) increase in overall satisfaction with their financial situation; (3) overall increase in self esteem; (4) increase in involvement in community organizations; (5) positive change in three of eight literacy practices; and (6) increase in the number of people who thought a book was a good gift for a child. Findings from the Learner Identified Outcomes Study show that participants identified changes in their lives that can be grouped as literacy uses and changes in sense of self. Section 3 discusses implications of findings and alternative ways to assess the performance of adult basic education. (Contains 17 references.) (YLB)

ED 437 578 CE 079 670

Bingman, Mary Beth; Ebert, Olga; Smith, Michael
Changes in Learners' Lives One Year after Enrollment in Literacy Programs. An Analysis from the Longitudinal Study of Adult Literacy Participants in Tennessee.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 50p.; For a related study, see CE 079 669.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult

ED 437 597 CG 029 748

PRIDE Summary Report: 1994-95 National Summary, Grades 6-12.
PUB DATE- 95
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Drinking; Drug Education; *Drug Use; Intermediate Grades; Juvenile Gangs; National Surveys; *Prevention; Secondary Education; Student Behavior; Suicide; Tables (Data); *Violence

This booklet provides graphs, tables, and a summary compiled from data collected in schools using the 1994-1995 PRIDE Questionnaire. The data reflect prevalence and patterns of drug and alcohol abuse, violence, gang activity, and suicide. This report is designed for educators to use within their drug abuse and violence awareness and prevention programs with faculty, students, and parents. This report provides a news release about results of the Pride Survey, an Outline of Procedures Used to Obtain PRIDE National Survey Data, information about PRIDE, and graphs that explain the relationship between student behavior and alcohol/drug use. The location and time of drug use graphs help with understanding the need for a commitment to drug abuse prevention by parents and the larger community. They show that student alcohol and other drug use occurs most often outside the school and at times when school is not in session. The availability graphs show that easy access to drugs increases the probability of use and that availability increases at higher grade levels. One hundred and fifteen percentage tables are included. Each table corresponds to an item on the questionnaire. Data is presented by grade level. (MKA)

ED 437 598 CG 029 755

The High School Counselor's Handbook, 2000-2001.
PUB DATE- 00
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *High School Students; High Schools; Higher Education; Paying for College; *School Counselors; *Student Financial Aid

This handbook is designed to help high school counselors advise students about financial aid for postsecondary education. It focuses on the student financial aid programs administered by the U.S. Department of Education. The book includes supplementary materials designed to encourage high school students to consider postsecondary education as an avenue to a more rewarding career. This handbook is divided into three parts: "General Information about Postsecondary Opportunities"; "Application Process for Financial Aid"; and "Completing the Free Application for Federal Student Aid." Appendix A is "Sources of Additional Information"; Appendix B is "Directory of State Agencies"; and Appendix C contains sample handouts. Also provided is a glossary. (MKA)

ED 437 599 CG 029 756

and High School Classrooms. The Jossey-Bass Education Series.
PUB DATE- 99
NOTE- 195p.; Published in partnership with WestEd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Content Area Reading; High Schools; *Literacy; Middle Schools; *Reading Comprehension; *Reading Improvement; *Reading Programs; *Reading Strategies; Student Needs
IDENTIFIERS- Academic Language; Content Area Teaching; Purpose (Reading)

Many middle school and high school students have difficulty reading and understanding academic texts, which limits their ability to meet today's high learning standards. This guidebook addresses this quiet but growing crisis. Aimed at content area teachers in secondary schools, the guidebook describes a successful approach to helping students improve their literacy across all subject areas. The guidebook describes a program in which an entire freshman class in one urban high school increased its average reading scores by more than two years--piloted in San Francisco, the groundbreaking Academic Literacy program proved that it was not too late for teachers and students to work together in boosting literacy, engagement, and achievement. Easy to read and filled with classroom lessons and exercises, the guidebook shows teachers how they can create classroom "reading apprenticeships" to help students build reading comprehension skills and relate what they read to a larger knowledge base. It also discusses the strategies and support systems needed to implement and evaluate reading apprenticeship programs throughout a school. The guidebook can be a companion for educators ready to face the challenge of building reading into their content area teaching. Appendixes contain a curriculum overview of the first unit taught in the Academic Literacy course; and a discussion of evaluation instruments used. (NKA)

ED 437 619 CS 013 831

Braunger, Jane; Lewis, Jan Patricia
Using the Knowledge Base in Reading: Teachers at Work.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 75p.; See ED 412 524 for the related document, "Building a Knowledge Base in Reading."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Research; Classroom Techniques; Elementary Education; Instructional Effectiveness; *Knowledge Base for Teaching; *Literacy; *Reading Teachers; *Teacher Behavior; Teaching Styles; *Theory Practice Relationship
IDENTIFIERS- *Core Knowledge; Teaching Research

This booklet features eight K-6 teachers from the region served by the Northwest Regional Educational Laboratory (NWREL) whose

PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; *Adolescents; Intellectual Development; *Needs Assessment; Position Papers; *Reading Instruction; *Reading Material Selection; *Reading Motivation; Secondary Education; *Student Needs; Teacher Role

Many people do not recognize reading development as a continuum, but the literacy needs of the adolescent reader are far different from those of primary-grade children. This position paper discusses some of those literacy needs and outlines seven principles supporting adolescents' literacy growth. Adolescents deserve: (1) access to a wide variety of reading material; (2) instruction that builds both the skill and desire to read increasingly complex materials; (3) assessment that shows them their strengths as well as their needs and that guides their teachers to design instruction that will best help them grow as readers; (4) expert teachers who model and provide explicit instruction in reading comprehension and study strategies across the curriculum; (5) reading specialists who assist students having difficulty learning to read; (6) teachers who understand the complexities of individual adolescent readers, respect their differences, and respond to their characteristics; and (7) homes, communities, and a nation that will support their efforts to achieve advanced levels of literacy and provide support for them to succeed. (Contains 92 suggested readings.) (NKA)

ED 437 641 CS 013 854

Thomas, Adele; Fazio, Lynn; Stiefelmeyer, Betty L.
Families at School: A Guide for Educators.
PUB DATE- 99
NOTE- 143p.; For another Families at School book, see CS 013 843.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Demonstration Programs; Elementary Secondary Education; *Family Literacy; *Parent Participation; *Parent School Relationship; Program Descriptions; Student Needs
IDENTIFIERS- *Family Activities; *Family Communication

This guide describes an exemplary program at Niagara Falls, Canada, Secondary School where parents and children use literacy to strengthen their reading and writing abilities while building stronger family relationships. Parents in the program--many of whom have had negative school experiences--learn about early childhood development, discuss children's literature and reading strategies, and create literacy activities to try with their children. They also focus on parenting, sharing concerns, and working on problem-solving skills. All the while, the parents use and develop their own literacy abilities through activities designed around their commitment to helping their young children grow and learn--in this program, the focus is on the children. The guide describes this exemplary program from its early development and recruitment efforts through its current curriculum. It includes background information on family literacy, suggestions for organizers, and other tools that will improve students' writing abilities. Post intervention data showed a significant improvement in the students' writing abilities. Students were able to generate ideas with confidence and to write using varied sentence structure. They were also able to produce paragraphs independently and with less apprehension. Students showed favorable progress in using proper conventions. Contains 36 references, and 2 tables and 4 figures. Appendixes contain survey instruments, prompts for writing samples, scoring rubrics, checklists, and graphic organizers. (Author/RS)

ED 437 663 CS 216 984

Anderson, Scheree; Henke, Jeanette; McLaughlin, Maureen; Ripp, Mary; Tuffs, Patricia
Using Background Music To Enhance Memory and Improve Learning.
PUB DATE- 00
NOTE- 48p.; Master's Action Research Project, Saint Xavier University/IRI Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; Memory; *Music; Recall (Psychology); *Spelling; *Spelling Instruction
IDENTIFIERS- *Background Music

This report describes a program to enhance spelling word retention through the use of background music. The targeted population consisted of elementary students in three middle class communities located in the southwestern suburbs of Chicago. The problems for poor spelling retention were documented through data revealing the number of students needing an enhanced/alternative method of teaching spelling. Analysis of probable cause data supported the hypothesis that students are not as successful using traditional spelling methods. Review of student test scores, anecdotal records, and observation checklists revealed that students could improve their spelling scores through modifying the learning environment. A review of solution strategies documented in research literature together with an analysis of the problem setting resulted in the selection of possible interventions. Teachers employed background music in order to promote higher student achievement in spelling. Post intervention data indicated an improvement in students' spelling word retention. Spelling test scores and report card grades indicated a positive academic growth. Music enabled the students to concentrate, relax and revisualize spelling words. Contains 29 references, and 3 tables and 3 figures of data. Appendixes contain observation checklists, survey instruments, parent permission letters, and anecdotal notes. (Author/RS)

ED 437 664 CS 216 985

Bonissone, Paola R.
Teaming To Teach English to International High School Students: A Case Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Case Studies; *Curriculum

management circulated and on the cultural content covered in the class. Segmented power relations in the institutional structure, as illustrated by the memo, led to material communicative practices (the language class) which attempted to convey various ideologically produced interpretative frames (e.g., personal success, teamwork, enhanced task effectiveness, and Anglo-American superiority) to the line supervisors. (Contains 32 references.) (Author/RS)

ED 437 685 CS 510 210

Chen, Zhuojun (Joyce)
Teaching and Learning as Communication: A Cultural Approach.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Research; Educational Environment; Ethnography; Higher Education; Interviews; Research Needs; *Student Attitudes; *Teacher Attitudes; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Social Constructivism

With an ethnographic approach, this paper focused on the process of students' learning. It examines students' feelings about learning environments and expectations of college education, as well as professors' experiences with college teaching and their views of teachers' role in contemporary society. Unstructured, intensive interviews were conducted with four instructors and four students. Students' views supported P.G. Loves' claim (1995) that integrating intellectual, social, and emotional aspects in undergraduate student lives would increase their learning effectiveness. Professors showed their support to Constructivism. However, there seemed a gap existing between students' demand upon professors' attention and professors' requirement of students' motivation. How to bridge the gap needs further study. (Contains 22 references.) (Author/RS)

ED 437 686 CS 510 211

Sotirin, Patty
Bringing the Outside In: Ethnography in/beyond the Classroom.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Course Descriptions; *Cultural Context; *Ethnography; Field Studies; Higher Education; *Human Relations; *Qualitative Research
IDENTIFIERS- Ethnographic Evaluation; Ethnomethodology; *Field Observation Technique; *Meaning Construction

This paper reports on methods of interweaving ethnography in undergraduate communication courses, based on the premise that ethnographic fieldwork facilitates students' awareness of the contexts of their own meaning-making practices. The basic approach in the paper is to ask students to reflect on basic concepts of organizational or interpersonal communication through their own field observations. The paper discusses the following sequence in teaching ethnography: (1) introduction to stages. Part III outlines five steps to consensus decision making; part IV presents a simulation for exchanging contention for consensus. Part V discusses value differences that can block agreement, and part VI (Afterword) comments on the importance of learning maximization, as opposed to risk minimization. Two appendices list relevant resources and describe the Quality Schools Project. (MLH)

ED 437 707 EA 029 194

Barlosky, Martin; Lawton, Stephen
The Quality Education Checklist: An Instrument for Self-Auditing. Developing Quality Schools: Learning Module #2. Making It Work--The Quality Schools Approach.
PUB DATE- 95
NOTE- 14p.; For the handbook and other learning modules, see EA 029 192-195.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Check Lists; Data Collection; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Foreign Countries; Professional Development; *Total Quality Management
IDENTIFIERS- *Continuous Improvement

The Quality Education Checklist focuses on key inputs, processes, and outputs of schools needed to ensure continuous improvement. Intended as a self-auditing aid for schools, the checklist may also be used as a method to define the priority of areas for improvement, as a way to gather information from customers, as a professional development resource, and as a method of collecting data for accountability reports. The checklist has 10 headings: access, services for customers, leadership, physical environment and resources, effective learning, students, staff, external relations, organization, and standards. These are further divided into 28 subheadings. The checklist may be completed either individually or as a small-group activity. Opportunities for improvement are identified by assessing both the quality and the importance of a particular characteristic and service. There is space for individual comments, for deciding priorities, and for noting successes and improvement opportunities. (MLH)

ED 437 708 EA 029 195

Barlosky, Martin; Lawton, Stephen
School-Based Budgeting. Developing Quality Schools: Learning Module #3. Making It Work--The Quality Schools Approach.
PUB DATE- 95
NOTE- 25p.; For the handbook and other learning modules, see EA 029 192-195.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; Definitions; Elementary Secondary Education; Foreign Countries; Guidelines; Program Implementation; *Quality Control; *Resource Allocation; *School

government--followed by states, institutions, and employers--was the most extensive provider of financial aid in 1995-96 to students attending less-than-4-year, for-profit institutions. The demographic and enrollment characteristics of borrowers at less-than-4-year, for-profit institutions were similar to those of all students in that sector. Borrowers were generally younger, in a lower income quartile, and worked while enrolled when compared to nonborrowers. The number of 4-year, for-profit postsecondary institutions that offer programs leading to a baccalaureate degree and beyond increased from 1992-96. (Contains 28 tables and figures.) (RJM)

ED 437 727 EA 030 206

Wurtz, Emily
Promising Practices: Progress toward the Goals, 1999. Lessons for the States.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Annual Reports; *Educational Assessment; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Excellence in Education; Program Evaluation; Student Improvement
IDENTIFIERS- Connecticut; National Education Goals Panel

This document examines progress in the United States toward the National Education Goals. The data are rooted in the annual report of the National Education Goals Panel (NEGP). The Panel, a bipartisan group, drew on the advice of education experts to select the best available data as indicators of progress. States that performed well or improved significantly were asked to explain their achievement, and state officials were asked to what they attributed the state's good performance. The findings indicate that while overall national progress may be slow, state performance varies. Four states have increased their high school completion rates, and 17 states have achieved the 90 percent high school completion target. Fifty states have increased the proportion of Advanced Placement exams receiving a grade high enough to qualify for college credit. For each national education goal, one NEGP indicator was chosen. For example, for Goal 1, ready to learn, the indicator was the percentage of mothers receiving early prenatal care. Eight goals are examined: (1) ready to learn; (2) school completion; (3) student achievement and citizenship; (4) teacher education and professional development; (5) mathematics and science; (6) adult literacy and lifelong learning; (7) safe, disciplined, and alcohol- and drug-free schools; and (8) parental participation. A synopsis of education gains made in Connecticut is offered. (RJM)

ED 437 728 EA 030 207

Hussar, William; Sonnenberg, William
Trends in Disparities in School District Level Expenditures per Pupil. Statistical Analysis Report.
PUB DATE- 00
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

others); (4) "Ease of Use and Maintenance: A Note on Software Design" (Richard Plant); (5) "Adding Audio Description to Television Science Programs: What Is the Impact on Visually Impaired Viewers?" (Emilie Schmeidler); (6) "Teaching Lab Courses to Students with Disabilities" (Sheryl Burgstahler); (7) "Technology and Hands-On Strategies for Teaching Science and Mathematics to the Special Education Population" (Howard Kimmel and others); (8) "Accessible Internet Based Mathematics and Aeronautics Materials for 4th-7th Grade Children with Physical Disabilities" (Lewis E. Kraus); (9) "Teaching Science, Engineering, and Mathematics to Deaf Students: The Role of Technology in Instruction and Teacher Preparation" (Harry G. Lang); (10) "Assistive Technology and Learning Disabilities" (Carolyn Gardner); (11) "Teaching Science to the Visually *Impaired: Purdue University's Visions Lab*" (David Schleppenbach); (12) "Tactile Graphics: An Overview and Resource Guide" (John A. Gardner); and (13) "Computer Technology Education and the Deaf Student: Observations of Serious Nuances of Communication" (Curtis Robbins). Individual issues also contain news items, reviews, and calls for papers. (DB)

ED 437 746 EC 306 755

McNulty, Tom, Ed.
Information Technology and Disabilities, 1997.
PUB DATE- 97
NOTE- 72p.; This is an electronic journal, published only in electronic form by Equal Access to Software and Information (EASI), a project of the TLT group (an affiliate of the American Association for Higher Education). These pages have been downloaded from the EASI Web site at the Rochester Institute of Technology (RIT).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Computer Uses in Education; *Disabilities; Educational Technology; Elementary Secondary Education; Hearing Impairments; *Information Technology; *Libraries; Rehabilitation; Science Education; *Technological Advancement; Visual Impairments

Articles published during 1997 include: "The Multi-Disability Workstation for Small Libraries" (Dick Banks and Steve Noble); "Talking Books: Toward a Digital Model" (John Cookson and others); "World Wide Access: Focus on Libraries" (Sheryl Burgstahler); "The Virtual Library: Collaborative Data Exchange and Electronic Text Delivery" (Steve Noble); "The Law and Library Access for Patrons with Disabilities" (Sarah Hawthorne); "Remote Realtime Captioning for Classroom Participation by Deaf and Hard of Hearing Students" (Jeffrey B. Bishop and Carole M. Collier); "Talking Pages: Vermont's Struggle To Provide Universal Access to Information" (Fred Jones); "EASI Expands K-12 Program" (Carmela Cunningham); "Software Review Zoomtext Xtra: Integrating Screen Magnification and Synthesized Speech" (Dick Banks); "Review: Working Together: Faculty and Students with Disabilities. A Presentation Packet Created by Do-It (Disabilities,k Opportunities, Internetworking, Technology)" Ann Neville; "Online Information and Networking" (Steve Noble); "K-12 News: The Making of the 'Whatever' Page" (Anne L. Pemberton); "Science, Technology and Math Issues for K-12 Students with Disabilities" (Carmela Cunningham); "Peer Support: What Role Can the Internet Play?" (Sheryl Burgstahler); "Project Gold: A documents longitudinally student accomplishments, needed adaptations, modifications, and accommodations, including transition to the next environment or postsecondary environments. The manual begins by describing a student portfolio as a collection of work that demonstrates the abilities, skills, and preferences of a student who is deaf-blind. Questions that students and team members should use in developing a portfolio system are presented, along with information on how to develop a student portfolio. The next three sections of the manual represent the major categories of a student's portfolio: student demographics, academic achievements, and life skills. Each section contains a list of suggested forms or products for describing the student within that particular area. Completed samples of many forms follow each list. Appendix A contains blank copies of all sample forms which can be copied and used for developing student portfolios. (CR)

ED 437 765 EC 307 613

Montana's IDEA Services for Children and Youth with Deaf-Blindness Project. (State Project-1a). Final Report-- 10/1/95-9/30/99. Performance Details for Last Reporting Period-- 3/1/98-9/30/99.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 23p.; For more information on services for deaf-blind children and youth, see ED 390 225.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Agency Cooperation; Children; *Deaf Blind; Delivery Systems; Disability Identification; *Early Identification; Early Intervention; Elementary Secondary Education; *Family Involvement; Infants; Inservice Teacher Education; Postsecondary Education; Preschool Children; Preschool Education; Preservice Teacher Education; Professional Development; Teacher Education; *Technical Assistance; Toddlers; Transitional Programs
IDENTIFIERS- *Montana; *Related Services

This final report discusses the outcomes of a 4-year federally funded project designed to identify children in Montana who are deaf-blind and to provide training and technical assistance to improve the quality of special education and related services in Montana for children ages birth through 21 who are deaf-blind. The project was devised to meet the needs and concerns identified by families, service providers, and educators. These needs were transformed into six major Project goals: (1) public awareness; (2) identification of children who are deaf-blind; (3) provision of family services; (4) provision of technical assistance to service providers and educators; (5) community coordination and collaboration; and (6) project evaluation and management. By implementing objectives and activities in those goal areas, the Project helped to reach the following benefits: (1) families derived the benefits associated with early and accurate identification; (2) families accessed individualized supports that enabled them to carry out educational and therapeutic activities; (3) families were provided with the necessary information and support to advocate for school services; (4) families accessed current information and training opportunities on deaf-blindness; (5) service providers took greater advantage of resources available to autism, the background of the gluten-free diet movement, behavioral analysis, the search for new treatment strategies, and treatment effects of facilitated communication. (Contains 30 references.) (CR)

ED 437 783　　　　EC 307 631

Questions and Answers Related to Policy Issues about Students with Disabilities.
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Disabilities; Discipline; Due Process; Educational Legislation; *Educational Policy; Elementary Secondary Education; *Federal Legislation; Financial Support; Individualized Education Programs; Preschool Education; *School Responsibility; *Special Education; Standardized Tests; *Student Placement; Student Rights
IDENTIFIERS- North Carolina

This document is designed to provide information to North Carolina administrators and teachers on policy issues related to students with disabilities. Policy letters from the U.S. Office of Special Education Programs and the Office of Civil Rights, as well as "Analysis of Comments and Changes" and "Notice of Interpretations on IEPs" of the Federal Register, are the sources of the questions and answers selected to be included in the document. Questions and answers address the following issues: (1) placement, including screening, evaluation, and identification, placement procedures, the Individualized Education Program (IEP), related services, reevaluation, change in placement, transfer students, and free appropriate public education provisions; (2) procedural safeguards, including prior notice, due process, independent educational evaluations, attorney's feeds, surrogate parents, confidentiality, and destruction of records provisions; (3) discipline, including suspensions, physical restraint, and use of aversive provisions; (4) financial responsibility, including use of funds, residential schools, third-party payments, headcount, and responsibility and liability provisions; (5) general education requirements, including state testing programs and graduation requirements provisions; and (6) preschool children with disabilities, including screening, evaluation and identification, placement procedures, IEPs, related services, reevaluation, free appropriate public education, procedural safeguards, use of funds, and responsibility and liability provisions. (CR)

ED 437 784　　　　EC 307 632

Maryland Special Education Census Data, December 1, 1998.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Census Figures; Children; Data Collection; Demography; *Disabilities; Disability Identification; Elementary Secondary Education; Enrollment Rate; *Incidence; Inclusive Schools; Instructional Program Divisions;

brochure of the Deaf-Blind Diagnostic Clinic, and materials from the Deaf-Blind Project web page. Four videotapes accompany the report which address attending the diagnostic clinic, parent and professional partnerships, clinic referral, and the clinic's role in education. (CR)

ED 437 802 EC 307 652

Goransson, Anne
Vision in Sight: The Relationships between Knowledge, Health Beliefs and Treatment Outcomes. The Case of Amblyopia. Linkoping Studies in Education and Psychology, Dissertation No. 65.
PUB DATE- 99
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Early Intervention; Etiology; Foreign Countries; Intervention; Interviews; *Knowledge Level; Outcomes of Treatment; Parent Attitudes; *Parent Education; Parent Participation; Questionnaires; *Visual Acuity; *Visual Impairments; Young Children
IDENTIFIERS- *Amblyopia; Sweden

The research reported is an experimental study on the effects of intensified education of Swedish parents of children with amblyopia (dimness of sight without apparent organic defect) on their understanding of the nature of the disease, its origins, and treatment. Parents in the control group (n=60) were exposed to the ordinary information provided at two departments of ophthalmology, whereas parents in the experimental group (n=59), who attended the same clinics, were asked to read an informational booklet on amblyopia and amblyopia-related phenomena. Before these measures were taken, all parents were interviewed about their conceptions of amblyopia, strabismus, and the treatment. Subjects also filled out a questionnaire assessing general and specific attitudes towards disease and treatment (The Health Belief Model). After an interval of 6-8 months, these measures were repeated. Compliance with the regimen were measured after 18 months of treatment through the development of visual acuity of the children. Results reveal a superior understanding among parents in the experimental group. The experimental group also had changed attitudes toward disease and treatment in a direction that would favor compliance more than the control groups. Finally, there was a significant relationship between the parents' knowledge about amblyopia and its treatment and compliance as measured through development of visual acuity. (Author/CR)

ED 437 803 EC 307 653

Birsh, Judith R., Ed.
Multisensory Teaching of Basic Language Skills.
PUB DATE- 99
NOTE- 563p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Child Rearing; Decoding (Reading);

Internet characteristics, effective uses for research), electronic mail (advantages and disadvantages, writing and receiving messages), mailing lists (practical and technical issues), the World Wide Web (characteristics and uses), Internet etiquette, professional development issues for English language teachers, Internet use for English teaching, academic publishing, useful mailing lists, specific resources for linguists and English language teachers, useful lists and organizations, language testing, pen pals, teaching with literature, teaching English is Japan, and useful archives. (MSE)

ED 437 826 FL 025 816

French Language Arts. Programme d'etudes par annee scolaire. Francais langue seconde - immersion. Premiere annee (Program of Study by School Year. French as a Second Language - Immersion. First Year).
PUB DATE- 99
NOTE- 71p.; For the program of study for the second and third years, see FL 025 817-818.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Behavioral Objectives; *Course Content; Curriculum Design; Foreign Countries; *French; *Immersion Programs; Introductory Courses; Language Skills; Listening Comprehension; Personal Autonomy; Primary Education; Reading Comprehension; Second Language Instruction; *Second Languages; Speech Skills; State Standards; Student Evaluation; Writing Skills
IDENTIFIERS- Alberta

The report, entirely in French, describes Alberta's curriculum for first-year French immersion, as revised in 1994. An introductory section offers background information on the curriculum revision, links between the core curriculum and French immersion, underlying principles of second language instruction, the revised curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (listening and reading comprehension, oral and written production, and appreciation of the French language). Appended materials include notes on French language teaching techniques, a discussion of immersion instruction, and an overview of integration of instructional materials at the early elementary level. (Contains 15 references.) (MSE)

ED 437 827 FL 025 817

French Language Arts. Programme d'etudes par annee scolaire. Francais langue seconde - immersion. Deuxieme annee (Program of Study by School Year. French as a Second Language - Immersion. Second Year).
PUB DATE- 99
NOTE- 80p.; For the program of study for the first and third years, see FL 025 816-818.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

IDENTIFIERS- *Japan

This paper describes a first-year English-as-foreign-language junior college reading course in Japan that utilized a combination of whole class instruction and cooperative learning techniques to encourage group discussion and language skill development. Students were randomly divided into groups of eight--a group which became the students' home group for the entire academic year. Most classes included both whole class instruction and cooperative learning segments. Four cooperative activities were tried. In Talking Tokens, an activity designed to encourage full and equal participation, each student takes a token from a central pile and shares information and contributes to the discussion. A Jigsaw activity divides a subject into equal parts with all students from the home group volunteering or being assigned to become experts in their piece of the puzzle and find the best way to pass on this knowledge to the rest of the group. In a group investigation activity, students divide the research responsibilities of their topic and then devise the most effective way to synthesize their findings and present it to the rest of the class. In a roundtable activity, students brainstorm out loud and write their ideas on a common tablet. They then discuss which are the best ideas, and the ones that will be presented to the rest of the class. The various cooperative learning tasks successfully helped the students analyze the stories they read and develop the competence to talk about them in the second language. (Contains 19 references.) (KFT)

ED 437 847 FL 026 123

Servetter, Bob
Cooperative Learning and Learner-Centered Projects for Lower-Level University Students.
PUB DATE- 99
NOTE- 10p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; College Students; *Cooperative Learning; *English (Second Language); *Experiential Learning; Foreign Countries; Higher Education; Learning Motivation; Questionnaires; Second Language Instruction; Second Language Learning; Student Attitudes; *Student Centered Curriculum; Teaching Methods
IDENTIFIERS- Japan

This paper describes a learner centered, cooperative learning group project in a post-secondary English-as-a-foreign-language (EFL) classroom in Japan. The objectives of the cooperative learning project were fivefold: students would learn to work enthusiastically toward activating target language learning acquired in the past; do research on a foreign country where English is the main language and learn about the people of that country and their culture, food, sports, music, and points of interest; learn to give short speeches directed at a particular audience, learn to look at listeners, and speak in a loud and clear voice; practice listening skills by hearing other students' presentations; use their imagination to create a large poster. Overall, the results were generally positive. When asked if the cooperative learning approach gave them more motivation to study English or if it helped them become more successful with English, with the choices being very much, a little, or not at all, 70% answered a little, with only 14% and examined shared governance processes at four research institutions to identify themes and patterns across the institutional decision-making process. Between 11 and 16 individuals at each institution were interviewed using structured, open-ended questions; additionally, meeting minutes, institutional reports, other relevant documents, and newspaper accounts were reviewed. Data was analyzed within and across the four cases. The study found that: (1) in all cases, central administrators initiated and led the process; (2) while faculty at all four institutions were involved in the process, both through and outside formal governance structures, at each institution one group actively participated in determining which programs to close while the other tried to dissuade decision makers from closing specific units; and (3) in three of the four institutions, trustees played only a peripheral role approving the decision of the institution. The findings point to legitimacy of the process as the centerpiece of shared governance; despite variations in the degree in which the process was shared, no faculty at any institution complained about lack of involvement nor did administrators complain that faculty were too involved. (Contains 38 references.) (CH)

ED 437 868 HE 032 700

Volkwein, James Fredericks; LaNasa, Steven
Teamwork and Interpersonal Conflict among University Administrators. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; Collegiality; Cooperation; *Faculty College Relationship; Faculty Workload; Higher Education; *Interpersonal Relationship; Job Satisfaction; Organizational Climate; Participative Decision Making; Private Colleges; *Quality of Working Life; Research Universities; State Universities; Stress Variables; *Teamwork; *Work Environment
IDENTIFIERS- *ASHE Annual Meeting

This study investigated the extent to which organizational and personal variables are related to work environments characterized by teamwork and collaboration on the one hand, or interpersonal conflict and stress on the other. The study examined major organizational features of 120 public and private research universities, their administrative work environments, and the individual characteristics of 1,194 study participants with job titles ranging from vice presidents to deans and directors. Data was gathered from national databases and participant surveys. Variables considered were campus characteristics (size, wealth, faculty/undergraduate quality, public/private, percent of students in dorms, rural environment, percent minority students); administrator characteristics (age, sex, academic/administrative rank, personal/financial/health); perceived work climate (regulatory, controlled, inadequate funding/facilities, time/workload pressures, administrative teamwork). The most robust finding was that both teamwork and interpersonal conflict are conditions in the lives of most study participants. In general, it was found that work environments characterized by higher levels of teamwork and collaboration are more strongly study assistance centers, additional academic advising, and tutorial programs. A table summarizes ratings. (Contains 15 references.) (CH)

ED 437 887 HE 032 759

McLaughlin, Gerald W.; Howard, Richard D.; Balkan, Lore A.; Blythe, Elizabeth W.
People, Processes, and Managing Data. Resources in Institutional Research, No. 11.
PUB DATE- 98
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Analysis; Database Design; Databases; *Decision Making; Higher Education; *Information Management; Long Range Planning; *Management Information Systems; Models; Operations Research; Organizational Development; Problem Solving; Research Methodology; Research Tools; Systems Approach

This monograph, based on a conceptual model called an information support circle, describes a structured management process that can be used by higher education institutions to add value to institutional data and information. The model offers a sequence of (1) thinking about the management and use of data, (2) considering problems in providing needed information support, (3) creating stable, consistent, and documented data, (4) turning standardized data into an institutional asset, (5) moving data into production and use, and (6) considering the processes needed to support continued improvement of data quality. Chapter 1 describes the decision-making environment and data typically found in higher education institutions; chapter 2 describes a sequential five-function model which transforms basic data into information useful for decision-making; chapter 3 lists the five functional steps involved in quality information support; chapters 4, 5, and 6 detail specific roles in the data management process of, respectively, the custodian (supplier of the data), the broker (who restructures the data into information), and the manager (user of the data-based information in decision-making). Chapter 7 discusses some integral issues and barriers to change. An appendix provides a checklist of 100 items which can be used to determine where efforts are best directed. (Contains 43 references.) (CH)

ED 437 888 HE 032 760

Immerwahr, John
Doing Comparatively Well: Why the Public Loves Higher Education and Criticizes K-12. Perspectives in Public Policy: Connecting Higher Education and the Public Schools.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Finance; Educational Policy; *Educational Quality; Effective Schools Research; *Elementary Secondary Education; *Excellence in Education; *Higher Education; Policy Formation; *Politics of Education; Public

*Technology Plans; Technology Utilization

The goal of this handbook is to inform technology planning committee members about the dimensions of the technology planning and implementation process and to guide them through the process of aligning their technology plans with schoolwide reform efforts. Sections are included for each of the following dimensions: (1) develop a vision and policy; (2) analyze technology needs; (3) focus on student-centered learning; (4) involve parents and the community; (5) support professional development; (6) build a technology infrastructure; (7) establish multiyear funding; and (8) evaluate processes and outcomes. Tips from research, case scenarios focused on critical technology planning issues, suggested action steps, and Internet resources are included throughout the handbook. A toolkit for creating a technology plan is also provided that contains a worksheet for developing a vision, comprehensive needs assessment chart, student needs assessment worksheet, technology integration planning chart, basic technology terms crossword puzzle, parent technology survey, parent-community needs assessment worksheet, partners in learning with technology agreement, staff needs assessment worksheet, technology proficiency chart, technology resource needs assessment worksheet, technology resource usage policies template, and technology evaluation rubric. (Contains 67 references.) (MES)

ED 437 909 IR 019 869

Fine, Linda
Improving the Integration of Technology into the Sixth-Grade Curriculum in a Middle School.
PUB DATE- 99
NOTE- 131p.; Ed.D. Practicum I Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; Educational Technology; Grade 6; Information Technology; Inservice Teacher Education; *Instructional Development; Instructional Effectiveness; Internet; Middle Schools; Pretests Posttests; Questionnaires; Tables (Data); *Teacher Workshops; Training; Use Studies
IDENTIFIERS- *Technology Integration; Technology Utilization

This practicum was designed to increase the integration of technology into the sixth-grade curriculum and to eliminate technology as a separate subject in an urban middle school setting. The subject of technology was integrated into the curriculum of the remaining academic subjects, instead of being added onto the curriculum. Site-based teacher training workshops were conducted. The classroom teachers were then better able to utilize the computer lab to make technology an integral part of their classroom activities. The teachers incorporated technology into their subject areas for student assignments and projects. Appended are teacher and student questionnaires that were used to evaluate before and after performance of both students and teachers relative to the incorporation of technology. Analysis of the questionnaires and performance-based assessment rubrics indicated that there was a substantial increase in the use of computer technology by both students and teachers. There was also an increase in the integration of technology into their subject areas by the teachers. (Contains 35 references and 19 appendices.)

Machine Learning and Dialogue Operators" (Engelbert Mephu Nguifo, Michael Baker, and Pierre Dillenbourg); (8) "Can Analytic Models Support Learning in Groups?" (H. Ulrich Hoppe and Rolf Ploetzner); (9) "Using Telematics for Collaborative Knowledge Construction" (Tia Hansen, Lone Dirckinck-Holmfeld, Robert Lewis, and Joze Rugelj); and (10) "The Productive Agency that Drives Collaborative Learning" (Daniel L. Schwartz). Contains an index. (Contains 425 references.) (MES)

ED 437 929 IR 019 893

van Someren, Maarten W., Ed.; Reimann, Peter, Ed.; Boshuizen, Henny P. A., Ed.; de Jong, Ton, Ed.
Learning with Multiple Representations. Advances in Learning and Instruction Series.
PUB DATE- 98
NOTE- 361p.; Book is one of the outcomes of the European Science Foundation's scientific program, "Learning in Humans and Machines."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Technology; Instructional Design; *Learning; Mathematics Instruction; Models; Physics; *Problem Solving; Science Instruction; Teaching Methods
IDENTIFIERS- Knowledge Acquisition; Learning Environments; *Representational Modeling; Representational Thinking

This book addresses questions of multiple representations in human reasoning and learning. Computational approaches to learning with multiple representations are introduced, and the role of multiple representations in teaching is discussed. The following chapters are included in Part I: Multiple Representations in Learning Concepts form Physics and Mathematics: (1) "Introduction" (Maarten W. van Someren, Henny P. A. Boshuizen, Ton de Jong and Peter Reimann) (2) "Acquiring Knowledge in Science and Mathematics: The Use of Multiple Representations in Technology-Based Learning Environments" (Ton De Jong, Shaaron Ainsworth, Mike Dobson, Anja van der Hulst, Jarmo Levonen, Peter Reimann, Julie-Ann Sime, Maarten W. van Someren, Hans Spada and Janine Swaak); (3) "Reasoning with Multiple Representations When Acquiring the Particulate Model of Matter" (Michael Rohr and Peter Reimann); (4) "How Beginning Students Use Graphs of Motion" (Eileen Scanlon); (5) "Toward Decision Support for Multiple Representations in Teaching Early Logic" (Mike Dobson); (6) "The Role of Prior Qualitative Knowledge in Inductive Learning" (Maarten W. van Someren and Huib Tabbers); (7) "Analysing the Costs and Benefits of Multi-Representational Learning Environments" (Shaaron E. Ainsworth, Peter A. Bibby and David J. Wood); Part II: Problem Solving and Learning with Multiple Representations: (8) "Problem Solving with Multiple Representations by Multiple and Single Agents: An Analysis of the Issues Involved" (Henny P. A. Boshuizen and Hermina J. M. (Tabachneck-)Schijf); (9) "Accidentology: An Example of Problem Solving by Multiple Agents with Multiple Representations" (Laurence Alpay, Alain Giboin and Rose Dieng); (10) "Perspective-Taking between Medical Doctors and Nurses: A Study on Multiple Representations of Different Experts with Common Tasks" (Rainer Bromme and Matthias Nuckles); (11) "One Person, Multiple Representations: An Analysis of a Simple, Realistic Multiple Representation Learning Task" (Hermina J. M. (Tabachneck-)Schijf and Herbert A. Simon); (12) "Using Multiple Representations in Medicine: How Students Struggle with Them" (Henny P. A. Boshuizen and Margaretha W. J. van de Wiel); (13)

learning. Part 6, "Connecting to Research," provides an annotated bibliography of sources about learning and libraries. (Contains an index.) (AEF)

ED 437 948   IR 057 577

Toomer, Clarence; Bryson, Emily M.; Matlin, Katherine R.; Herrera, Mariana; Johnson, Jesse; Lazouksas, Lorraine; Meeker, Robert; Meyer, Beverly; Miletich, Ivo; Nuby, Mary

Collection Development Policy: Paul & Emily Douglas Library & Learning Resources. Revised Edition.

PUB DATE- 99

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Libraries; Budgets; Higher Education; Learning Resources Centers; Library Administration; *Library Collection Development; Library Materials; Library Policy; Shared Resources and Services

IDENTIFIERS- Chicago State University IL

This document presents the collection development policy for the Douglas Library and Learning Resources at Chicago State University. Collection development committee policies are presented in terms of planning (allocation of resources budget, implementation of resource sharing and related programs, development of policies and procedures, liaison with the University community); building (collections, continuations, duplicates, electronic formats, media formats, faculty publications, fiction, foreign language materials, microforms, pamphlets, paperbacks, textbooks); and maintaining (analyzing and evaluating the collection, repairing damaged materials, replacing materials, deselection). Collection development committee procedures include: Planning (planning for allocating the resources budget, method of payment for standing orders, revision of policies and procedures); building - expectations of selectors (collection awareness, liaison functions, vendor profile, requests, requests outside selection areas, periodical subscriptions, expenditure, selection time table, budget management, committee meetings), procedures for handling gifts (acceptance of gifts, responsibilities of the Acquisitions Department, responsibilities of the Collection Development Committee, disposing of unwanted gifts); and collection management (periodic review projects, assessment of the collection). Department extensions are appended. (AEF)

ED 437 949   IR 057 578

Council on Library and Information Resources: Annual Report, 1998-1999.

PUB DATE- 99

NOTE- 48p.; For the 1997-98 annual report, see ED 425 745.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Information; Annual Reports; Electronic Libraries; Foreign Countries; Grants; Leadership; *Libraries; *Library Administration; *Library Cooperation; Library Funding; Library Services; Preservation; Publications

IDENTIFIERS- Commission on Preservation and Access; *Council on Library and Information Resources; Economics of Information; Financial Reports; United States

This annual report of the Council on Library and Information

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Authors; *Computer Uses in Education; Curriculum Enrichment; Elementary Secondary Education; *Holidays; Learning Activities; Presidents of the United States; *World Wide Web
IDENTIFIERS- *Special Events; States (Geopolitical Regions); *Web Sites.

The goal of this book is to provide leads to the resources on the World Wide Web that connect with everyday events, celebrations, and holidays and that provide concepts and ideas that might help students to construct new knowledge. Sites selected include lesson plans, interactive activities, electronic visits to museums and trips around the United States, just-for-kids sites, and sites for teachers and librarians on days, weeks, and months relating to national and international observances. The book contains a chapter for each month with sections for days, weeks, and months observed. Each observance listing includes information about the observance, and each Web site listing includes: the title of the site; author/sponsor who owns the site; applicable level suggested for the site's use (i.e., primary, intermediate, middle school, high school, professional, or all ages); approximate number of pages when the home page of the site is printed; URL (Uniform Resource Locator); descriptive survey of the site; and suggestions for connecting activities. Two additional chapters promote literacy on the Web and links to sites on states, presidents, and authors. Includes an index of calendar dates, subjects, and World Wide Web sites. (MES)

ED 437 969 IR 057 620

Allen, Christine, Ed.; Anderson, Mary Alice, Ed.
Skills for Life: Information Literacy for Grades 7-12. 2nd Edition. Professional Growth Series.
PUB DATE- 99
NOTE- 245p.; For information literacy guide for grades K-6, see IR 057 621.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Independent Study; *Information Literacy; *Information Skills; Lesson Plans; *National Standards; Secondary Education; Social Influences
IDENTIFIERS- *Information Power (AASL AECT); Learning Communities

This book presents 40 instructional guides for use with secondary school students, organized around the following information literacy standards from "Information Power: Building Partnerships for Learning": (1) access information efficiently and effectively; (2) evaluate information critically and competently; (3) use information accurately and creatively; (4)be information literate and pursue information related to personal interests; (5) appreciate literature and other creative expressions of information; (6) strive for excellence in information seeking and knowledge generation; (7) contribute positively to the learning community and society and recognize the importance of information to a democratic society; (8) practice ethical behavior in regard to information and information technology; and (9) participate effectively in groups to pursue and generate information. Instructional guides include title, author, curriculum area, curriculum connections, grade levels, prerequisites, information literacy standards for student learning, other outcomes/standards, materials needed,

*Educational Development; *Educational Planning; *Educational Technology; Faculty Development; Training; Two Year Colleges
IDENTIFIERS- *Santa Monica College CA; Technology Utilization

This document describes the goals, objectives and actions taken to update the Santa Monica College (CA) Master Plan for Technology as administered under the District Technology Committee. A number of principles were agreed upon as the basis for development between 1998 and 2000. Among those principles included were: technical training and development for both faculty and staff, a replacement schedule for outdated equipment, a personnel plan, and support for faculty who wanted to increase the use of technology in their classrooms. Specific personnel needs are addressed as well as information on streamlining the purchasing cycle. Specific objectives and summary spreadsheets are included for 1998-1999 and 1999-2000. Appendix A provides a review of the TTIP Human Resources Technology and Training program. Appendix B provides a sample grant application. Appendix C includes information on staffing issues, with bibliographies and articles. Appendix D contains an overview of industry training. Appendix E discusses the multimedia production flowchart. Appendix F provides copies of completed forms used by Solano County (CA) for equipment repair and replacement procedures. Appendix G outlines the plan for assertive technology. Appendix H describes support for the multimedia center. Also included are references and a training proposal for faculty and staff. Overall this report contains a comprehensive outline for technology development with attention given to all aspects of the institution. (AF)

ED 437 990 JC 000 124

Abou-Sayf, Frank
Report on the Results of the 1999 Staff Institutional Survey.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; College Administration; Community Colleges; *Employee Attitudes; *Employer Employee Relationship; Institutional Research; *Job Satisfaction; *Personnel; Personnel Needs; Staff Role; Surveys; Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

This report presents the findings of the Staff Institutional Survey distributed to Hawaii's Kapi'olani Community College (KCC) staff in February 1999. This survey requested biographical information and data related to the following six categories: Facilities and Equipment, Leadership and Support, Personnel Policies, Professional Development Climate, Support Services, and Overall Satisfaction. Sixty surveys were returned out of 142 sent, for a response rate of 42.3 percent. The survey questions were scored on a scale of 1 to 4, with 1 indicating "very dissatisfied" and 4 indicating "very satisfied." The overall satisfaction was 2.83, compared with 3.05 in 1993 and 2.72 in 1996. Among the categories, Support Services received the highest rating and Personnel Policies received the lowest rating. The highest-rated support services were student activities, campus security and the library. The lowest-rated personnel issues were salary, classification, promotion, and staff involvement in decision-making. Females reported lower satisfaction than males and administrative staff reported higher satisfaction than other classifications. Sections in the report include: (1) executive summary; (2)

accounts; balancing your checkbook; savings accounts; why use credit?; getting credit; credit cards and loans; do you have too much debt?; dealing with debt; insurance; and investing. Addresses and/or telephone numbers of eight sources of additional information are listed. The workbook consists of 11 activities that provide students with practice in applying the information to their own situations. The activities mirror the book's structure and are referenced to specific pages in the text. (YLB)

ED 437 503   CE 079 553

Technology and Adult Learning: A Collection of Current Perspectives.
SPONS. AGENCY- Carl and Lily Pforzheimer Foundation, Inc., New York, NY.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Learning; *Adult Literacy; Classroom Techniques; Computer Software; *Computer Uses in Education; *Educational Technology; Family Programs; *Literacy Education; Microcomputers; *Teaching Methods

This newsletter contains nine articles covering the topic of technology and adult learning and exploring what has been achieved in the six years since the Office of Technology Assessment conducted a study on adult literacy and new technologies. Included are (1): "Technology and Adult Learning: A Collection of Current Perspectives" (Office of Technology Assessment); (2) "Some Simple Advice for Tutors on Using Computers with Literacy Students" (Paul Miller); (3) "Using Technology in Family Literacy Programs" (Kathy Kuy); (4) "What We've Learned in the GTE Family Literacy and Technology Project" (Nancy Frazier); (5) "How Do Computers Enhance Student Achievement?"; (6) "Computer Technology and the Changing Perception of Literacy" (Ulises Mejias Butron, Hong Li, Steven McIntosh); (7) "How Can Technology Remove Barriers to Learning?"; (8) "Using Technologies Effectively in Adult and Vocational Education" (Susan Imel); and (9) "From the Editor's Desk" (Chip Carlin). (KC)

ED 437 504   CE 079 569

Jacobsen, Mary H.
Hand-Me-Down Dreams. How Families Influence Our Career Paths and How We Can Reclaim Them.
PUB DATE- 99
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Career Choice; *Career Development; Career Planning; *Family Environment; *Family Influence; Occupational Information; *Parent Influence; *Parent Role

This book concentrates on ways in which families influence their children's careers, especially on the barriers families may wittingly or unwittingly construct on the children's path toward satisfying work lives. The book is divided into five

Monitoring Change in Education.
PUB DATE- 99
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Community Education; *Continuing Education; Employer Employee Relationship; *Experiential Learning; Foreign Countries; Higher Education; Interdisciplinary Approach; *Lifelong Learning; *Nonformal Education; *Nontraditional Students; Open Education; Parent Education; Parenting Skills; Teacher Education
IDENTIFIERS- Great Britain; *Learning Society

The 14 chapters in this book explore the concept of lifelong learning and illustrate its application to specific situations. Titles and authors are as follows: "The Concept of Lifelong Learning" (Paul Oliver); "Degrees of Adult Participation: Lifelong Learning in European Universities" (Barbara Merrill); "Lifelong (L)earning and a 'New Age' at Work" (Richard Edwards); "Adult Education with Theological Reflection: A Multi-Disciplinary Approach through Open Learning" (Celia Deane-Drummond); "Identity, Risk, and Lifelong Learning" (Robin Usher); "Higher Education Courses in the Community: Issues around Guidance and Learning Support for Nontraditional Students" (Julia Preece); "Mental Health and Adult Education" (Katherine Hughes); "An Exploratory Examination of Changing Perceptions of Careership: The Implications for the Management of the Continuing Professional Development of Teachers" (Loraine Powell); "Never Mind the Outcomes, What About the Experience: Lifelong Learning, Autobiography, and Skills for Progression to Higher Education" (Anna Paczuska); "Towards a Learning Society: The Role of Formal, Nonformal, and Informal Learning" (Rosemary Moreland); "Lifelong Learning: Stretching the Discourse" (Ian Martin); "Lifelong Learning for a Sustainable Future" (Gillian Trorey, Cedric Cullingford, Barrie Cooper); "Employer Involvement in Lifelong Learning" (Jill Mannion Brunt); and "On Parenting and Being a Child: Lifelong or Short-Term Learning?" (Cedric Cullingford, Mary Morrison). (YLB)

ED 437 522 CE 079 593

Belanger, Kelly; Strom, Linda
Second Shift. Teaching Writing to Working Adults.
PUB DATE- 99
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Adult Students; College Programs; Continuing Education; Corporate Education; Educational Attitudes; *Labor Education; Labor Needs; Literacy Education; Student Attitudes; Teacher Attitudes; *Teaching Methods; Unions; *Writing (Composition); *Writing Instruction; *Writing Skills; Writing Strategies; Writing Teachers; Writing Workshops
IDENTIFIERS- City University of New York Queens College; Indiana University Northwest; State University of New York Empire State Coll; Youngstown State University OH

This book is intended to broaden awareness of the instructional innovations and adaptations taking place in college and university writing classes designed specifically for working adults. Through case studies of five established writing programs for adults, the book provides a historical context for

IDENTIFIERS- Learning Communities
This report describes the general features of "online learning communities," community organizations that have constructed learning delivery systems that effectively combine elements of the distance learning and traditional models of instruction. It discusses the online learning community framework and explains the four features of these communities: learning environment, vision of adult learning and development, instructional model, and social construct. Three communities are highlighted that demonstrate general features of online learning communities and represent different stages of the process of online community building: "SeniorNet" is well established online, "Neighborhood Networks" is exploring connections beyond its initial purpose of providing training for employment, and "Bridging the Gap of Isolation/Powering Up" is at the beginning of using technology to create an online community for rural communities it serves. Each case study focuses on two major elements most important to adult education: effectiveness of each community in mediating between its members and technology to provide access to tools for learning and capability of each community to provide learning experiences that are transformative, rewarding, accommodating of learning differences, and inclusive of life experiences. The report concludes that early indications suggest the movement's goals and outcomes are complementary to those of adult education in general and adult literacy in particular. (Contains 17 references) (YLB)

ED 437 541 CE 079 623

Billett, Stephen; McKavanagh, Charlie; Beven, Fred; Angus, Lawrence; Seddon, Terri; Gough, John; Hayes, Sharon; Robertson, Ian
The CBT Decade: Teaching for Flexibility and Adaptability.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 249p.; For a related overview, see ED 436 628.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Change Strategies; Competence; *Competency Based Education; Curriculum Development; Data Collection; Educational Change; *Educational Objectives; Educational Practices; Educational Trends; Foreign Countries; *Labor Force Development; Models; Personality Traits; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Student Evaluation; Teacher Role; Teacher Student Relationship; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia
A 1998 study conducted by researchers from the Centre For Learning and Work Research at Griffith Univ. and The Studies of Work, Education and Training, at Monash Univ. sought to evaluate the contributions of competency-based training (CBT) and assessment to Australian vocational education and training. "Introduction" (Stephen Billet, Fred Beven) summarizes the findings of the project's three subprojects. "Reform, Changes, and Transformation: A Commentary on the Implementation and Evolution of CBT" (Stephen Billet, Sharon Hayes) describes the institutional frameworks of the competency movement and vocational education. "Procedures for Data Gathering, Analysis and Integration of Subprojects" (Fred Beven, Sharon Hayes) details the sources and procedures used to gather data about CBT. "CBT as a Model of Curriculum Development" (Stephen Billet) discusses how the introduction of CBT influenced

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Employment Programs; Guidelines; *Job Development; *Job Placement; *Job Training; *Marketing; Program Development; Program Implementation; *Welfare Recipients

This second of four publications in the Neighborhood Networks Employment Series focuses on how Neighborhood Networks centers can deliver effective job development and placement programs for residents who are on public assistance, are unemployed, or are underemployed. This guide explains how Neighborhood Networks centers can develop relationships with businesses, and then use these relationships to help residents obtain jobs. The guide provides the following 10-step approach to developing a job development and placement program: (1) evaluate employment characteristics of the population to be served; (2) assess economic opportunities; (3) establish relationships with potential employers; (4) identify and fill jobs by using the broad-based marketing approach; (5) identify and fill jobs using the sectoral approach; (6) manage the job interview process; (7) make the job match: selecting the best candidate for the job; (8) prepare the candidate for work; (9) provide follow-up support; and (10) expand relationships with employers. The guide also contains three appendixes: a job order information sheet, telemarketing tips, and a sample telephone script. (KC)

ED 437 559 CE 079 644

Jobs for Florida's Graduates Needs To Correct Start-Up Problems To Meet Statutory Goals. OPPAGA Status Report.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Prevention; Employment Potential; *Employment Programs; High School Graduates; High Schools; Job Skills; Program Effectiveness; Program Implementation; Program Improvement; School Holding Power; *State Programs
IDENTIFIERS- *Florida

A review of the annual report of Jobs for America's Graduates, Inc., regarding the activities of the Jobs for Florida's Graduates Program, concluded that the program had not met its goals. It does not appear that the program will meet its statutory outcome goals of an 82 percent student graduation rate and a 70-75 percent employment rate, and the program did not meet its enrollment goal for the first year. The program suffered from start-up problems that appear to be due to the inactivity of its board of directors and the interim nature of program management assumed by Florida Department of Education staff. The result was that the job specialists hired by the school districts to administer the program in high schools received little training or supervision during the first year. The board has taken steps to improve program management and oversight by assigning responsibilities to itself and to Department of Education representatives for fiscal and general oversight. In addition, in June 1999, the board recruited and hired an experienced management team to supervise job specialists and administer the Jobs for Florida's Graduates Program on a day-to-day basis. The review recommended that the

Programs; Adult Students; *Citizen Participation; Educational Benefits; Educational Research; *Employment Patterns; *Life Satisfaction; Literacy Education; Longitudinal Studies; Parent Participation; Parent School Relationship; *Self Esteem

To assess the long-term impacts of adult literacy programs, the Center for Literacy Studies conducted the Longitudinal Study of Adult Literacy Participants in Tennessee from 1991-95. The study focused on changes in the lives of 450 participants in the domains of work, family, and community after they enrolled in literacy programs. Participants from three cohorts (1991-92, 1992-93, 1993-94) were enrolled at literacy Level One, and their initial scores on the Adult Basic Learning Exam reading test were below the sixth-grade level. Follow-up studies were administered annually through 1995, although the number of participants who could be located diminished each year. Results were analyzed from the responses of 199 adults from the 3 cohorts who took part in a follow-up interview approximately 1 year after their initial enrollment. The 116 questions dealt with employment, literacy practices, involvement with children's schooling, community awareness, self-esteem, and life satisfaction. Participants reported positive change on at least one item in each category, including a higher rate of employment, increased self-esteem, increased involvement in community organizations, and increases in some uses of literacy. Data showed no significant changes in community awareness or in how people felt about their community; no greater likelihood of attending community meetings or talking about politics; no significant increase in reading or in involvement in children's education; and few significant changes in life satisfaction. (Contains 16 references.) (YLB)

ED 437 579   CE 079 671

Comings, John P.; Parrella, Andrea; Soricone, Lisa
Persistence among Adult Basic Education Students in Pre-GED Classes.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *Adult Basic Education; Adult Counseling; Adult Literacy; *Adult Students; Educational Research; Literacy Education; School Holding Power; Student Attitudes; Student School Relationship; Withdrawal (Education)

The first phase of a persistence study used research as a tool to develop advice for practitioners on how to help adults persist in their studies. The study team defined persistence as adults who stay in programs for as long as they can, engage in self-directed study when they must drop out of their programs, and return to programs as soon as the demands of their lives allow. The team read previous studies and related literature, talked with practitioners about how they have tried to help adult students persist longer in their studies, and interviewed 150 pre-General Educational Development program students in New England to gain their insights into the supports and barriers to persistence. The only significant findings were that immigrants, those over the age of 30, and parents of teenage or grown children were more likely to persist. The following aspects of educational experience were associated with persistence: (1) adults who had been involved in previous efforts at basic skills education, self-study, or vocational

Lynch, Sherry K.
Self-Care in the New Millennium: Avoiding Burnout and Compassion Fatigue.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Southeastern Conference of Counseling Center Personnel (Atlantic Beach, FL, October 20, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Burnout; *Coping; Counselor Attitudes; *Counselors; Helping Relationship; Organizational Climate; *Prevention; Psychologists; Social Support Groups; *Stress Management; Stress Variables
IDENTIFIERS- *Self Care

This report presents a workshop for counselors and psychologists who are at a high risk for burnout and compassion fatigue. The workshop focuses on increasing the awareness of participants about the issues of burnout and compassion fatigue, and highlights a number of steps toward prevention. A report, which accompanies the workshop documentation, provides a variety of definitions, signs and symptoms, and possible causes of burnout and compassion fatigue. An emphasis is placed on prevention techniques that include both individual and environmental strategies. Also included in the report is a description of the specific workshop activities for participants. At the beginning of the program, participants are given the opportunity to assess their own degree of burnout and compassion fatigue. Through small group discussions, participants are also given the opportunity to share personal strategies for managing job stress and learn about other useful burnout prevention strategies from other participants. The remaining steps, assuming responsibility for addressing the problem and identifying what one can or cannot change about the job, are additional steps that each person is encouraged to address on his or her own to ensure that burnout or compassion fatigue do not become a personal reality. (Contains 12 references.) (GCP)

ED 437 600 CG 029 759

Behavioral Interventions: Creating a Safe Environment in Our Schools.
PUB DATE- 00
NOTE- 38p.; Many articles in this publication are reprints from "Communique," a publication of the National Association of School Psychologists."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; *Conflict Resolution; Delinquency; Discipline Policy; Elementary Secondary Education; *High Risk Students; Interpersonal Competence; *Prevention; Prosocial Behavior; *School Safety; Self Control; Special Needs Students; *Violence

This publication features articles on prevention of school violence and focuses upon promising practices that reflect work illustrates research-based principles of how children learn to read and write and the environments that support that learning. (These principles were presented as 13 core understandings about learning to read in NWREL's 1997 research synthesis, "Building a Knowledge Base in Reading.") The booklet presents vignettes of diverse teachers and their K-6 classrooms. The teachers in the booklet represent rural, suburban, and urban settings; various student demographics; a range of teaching experience; and various teaching styles--while the teachers were chosen to illustrate the core understandings, they are anything but uniform in their literacy instruction. The teachers in the booklet vary in the ways they organize their classrooms, group students, select and use materials, and assess reading development; some are more systematic in their skill and strategy instruction, while others plan instruction as needed in the context of a specific reading experience. In each vignette in the booklet, selected core understandings have been highlighted, but others are readily apparent as well; vignettes are organized by grade level. In addition to the core understandings, the booklet stresses that learning to read requires access to critical components, among them adequate time, appropriate texts, knowledgeable teachers, and useful demonstrations about how reading and writing work. An appendix lists the International Reading Association/National Council of Teachers of English standards for the English language arts. (NKA)

ED 437 620 CS 013 832

Foes, Kathy; Sloan, Megan
Improving Student Independent Reading Skills through Direct Phonics Instruction.
PUB DATE- 99
NOTE- 98p.; Master's Action Research Project, Saint Xavier University/IRI Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Independent Reading; *Instructional Effectiveness; Low Achievement; *Parent Participation; *Phonics; Primary Education; Reading Improvement; *Reading Instruction; *Reading Motivation; Reading Skills
IDENTIFIERS- *Direct Instruction

This report describes a program for improving student independent reading skills through direct phonics instruction. Students were exhibiting inadequate reading skills, which interfered with academic achievement. The targeted population consisted of second and third grade students from a northwestern Illinois city of about twelve thousand. Problems were documented from data showing students were reading below grade level. Students were unable to sound out words or read fluently, and were not successful, independent readers. Oral reading fluency tests were administered during May of 1998. The students scored below average in the Illinois Goal Assessment Program. The students were given a Motivation to Read Survey to determine desires and attitudes toward reading. Analysis of probable causes revealed the targeted school had no formal phonics curriculum in place. The reading curriculum was a literature-based, whole language basal reader series, with vocabulary that was too difficult for many students to decode. Students and teachers were frustrated with lack of success in reading. After a review of professional literature and an evaluation of the current curriculum, it was determined that there was a need for a systematic method of establishing a family literacy program, and ideas about program structure. Also included are sample lesson plans, lists of recommended books and resources, suggested classroom activities, examples of parents' work, and numerous student handouts. The guide concludes with a discussion of assessment in the context of the family literacy program. (Contains 66 references.) (NKA)

ED 437 642 CS 013 855

Morrow, Lesley Mandel; Walker, Barbara J.
The Reading Team: A Handbook for Volunteer Tutors K-3.
PUB DATE- 97
NOTE- 43p.; The America Reads Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Evaluation Methods; Learning Activities; Primary Education; *Reading Instruction; *Reading Strategies; *Tutoring; *Tutors; *Volunteers
IDENTIFIERS- *America Reads Challenge; *Tutor Role

This handbook was developed in response to the "America Reads Challenge," a national effort to ensure that all children can read independently and well by the end of third grade. It is designed to provide volunteer tutors with specific, hands-on information about the tutoring process. It explains to tutors how to motivate students to get them excited about learning to read, how to structure and implement tutoring sessions, and how to keep records and evaluate both the students and the tutors themselves. The handbook is divided into the following three broad sections (with subsections): (1) Warming Up (Tutors Are Coaches, Tutors Build Teamwork, Tutors Motivate Success, and Tutors Guide Strategies); (2) The Game Plan (Planning the Tutoring Session and The Six Elements of the Tutoring Session); and (3) Team Spirit (Measuring Your Child's Success, Evaluating Your Tutoring, and Activities for Tutors). Contains an 8-item bibliography and a 6-item list of additional resources available from the International Reading Association. (NKA)

ED 437 643 CS 013 856

I Can Read and Write! How To Encourage Your School-Age Child's Literacy Development.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Family Environment; Libraries; *Literature Appreciation; *Parent Student Relationship; Parent Teacher Cooperation; Primary Education; *Reading Aloud to Others; Reading Instruction; *Reading Material Selection; Writing (Composition); Writing Instruction

This booklet suggests that parents read with their elementary-age child, allowing the child to participate in the reading. The booklet also shows how to make the home a reader-friendly environment, initiate writing activities with a child, and make family trips to the library. Sections of the booklet are: "Read to Your Child"; "The Family That Reads Together...Encourages School Success"; "How Do I Find Reading Materials?"; "Talk to

Design; English (Second Language); High School Students; High Schools; *Instructional Effectiveness; Interprofessional Relationship; *Limited English Speaking; Literacy; Reading Skills; *Second Language Instruction; Writing Instruction; Writing Skills
IDENTIFIERS- Classroom Effectiveness; *International Schools; New York City Board of Education; *Teacher Networks
A case study focused on teachers' professional networks and how these influence the students' acquisition of literacy skills, particularly writing, at the International High School in New York City, which serves approximately 450 international students with minimal language skills. Observations were taken from three teachers as well as from students, and all took place during the 1996-1997 school year. The school's community, philosophies, and professional organization, and the conceptual design and curriculum components of the school's English language arts program, were examined. Findings suggest that: (1) the international environment places a premium on writing; (2) literacy fuels everything and is at the heart of how activities are constructed and enacted; (3) students are asked to demonstrate content knowledge by applying their ideas through writing assignments; (4) seeking and making connections among the disciplines is highly valued; and (5) collaborative work is essential for both teachers and students. (Contains 5 figures and a table of data.) (EF)

ED 437 665 CS 216 986

Noden, Harry R.
Image Grammar: Using Grammatical Structures To Teach Writing.
PUB DATE- 99
NOTE- 244p.; An interactive CD-ROM, which accompanies this book, is not available from EDRS.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Classroom Techniques; Educational Philosophy; *Grammar; Secondary Education; Story Grammar; *Writing Assignments; *Writing Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Teaching Perspectives; *Writing Models
This book is based on the premise that a writer is much like an artist who paints images, only using grammatical structures as tools. In conjunction with this approach, each chapter is divided into concepts and strategies: concepts illustrate how professional writers have applied image grammar to develop their art, and strategies provide classroom-tested lessons. The book comes with a companion CD-Rom containing over 60 complete lesson strategies, 100 illustrative examples, and 80 links to additional images. The CD-Rom works with any Web browser. Chapters are: (1) The Writer as Artist: Basic Brush Strokes; (2) The Artist's Eye: Seeing Specific Details; (3) The Artist's Rhythms: The Music of Parallel Structures; (4) From Imitation to Creation: Learning from the Masters; (5) The Artist's Special Effects: The Grammar-Meaning Connection; (6) Toward a Grammar of Passages: Linking Images beyond the Sentence; (7) Story Grammar and Scenes: Shapes for Fiction; (8) Nonfiction Form #5: A Close Examination of a Feature Article Form; and (9) Systematic Revision: Form, Style, Content, and Conventions. (Contains approximately 222 references.) (EF)

ED 437 666 CS 216 987

a cultural perspective; (2) introduction to fieldwork and fieldnotes; (3) discussions of confidentiality and informed consent; (4) processes of interpretation and analysis; and (5) options in writing a final report. (Contains 24 references. Attachments include a sample syllabus, a fieldwork and fieldnotes handout, and an informed consent sample form.) (EF)

ED 437 687 CS 510 212

Worley, David W.; Worley, Debra A.; McMahan, David
A Descriptive Analysis of Best-Selling Basic Course Texts.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Higher Education; *Introductory Courses; Research Needs; *Speech Communication; *Textbook Content; *Textbook Evaluation; Textbook Research
IDENTIFIERS- Descriptive Research; Hybrid Courses; *Speech Communication Education

A study examined eight best-selling hybrid texts for public speaking or speech communication courses, looking at how each text is organized, what the focus is, which topics are included, how many pages are dedicated to each topic, which pedagogical features are incorporated into each text, and what ancillaries are available with each text. The study's methodology was a descriptive content analysis of the texts. Analysis revealed that, for the most part, these eight texts are highly similar. While four of the texts offer unique chapter topics and while three of the texts provide greater coverage of public speaking essentials, nevertheless, the similarities among texts far outweigh the differences. Pedagogical features are also fundamentally similar. Reviewers may note more distinctive differences, however, when considering the ancillaries available with these texts--especially technological enhancements such as CD-ROMs, Power Point, and Web sites. Future research would do well to focus upon an in-depth analysis of the theories, concepts, philosophical assumptions, and skills found in best-selling textbooks. Moreover, a descriptive study that includes all available textbooks written for the basic hybrid communication course may also add important information to help adopters select textbooks appropriate to their individual courses and institutions. (Contains 4 tables and 7 references.) (NKA)

ED 437 688 CS 510 213

Chapin, John
Advertising vs. Public Service Announcements: The Role of Message Type in Safer-Sex Campaigns and Third-Person Perception.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Advertising; Comparative Analysis; Elementary Secondary Education; High Risk Students; Media Research; Public Health; *Sex Education; Student Attitudes
IDENTIFIERS- New Jersey; *Public Service Advertising; Safe Sex

Based Management; *Total Quality Management
IDENTIFIERS- *Continuous Improvement

This learning module/handbook explains the rationale behind school-based budgeting (SBB)--the transfer of authority and responsibility for allocating a portion of school operating funds from the central school district to individual schools--and suggests practical implementation strategies. According to part I, SBB comes in many forms. Each school gets a "global," "block," or "lump-sum" budget (ranging from 2 to 90 percent of total expenditures) to allocate across various functions or for types of goods and services. Part II explains SBB's relationship to continuous quality improvement--the juxtaposition of clear purposes and goals for improvement with wisely allocated resources. Part III discusses the superiority of decentralized budgeting systems over traditional centralized systems. Part IV discusses whether school-based budgeting works. Part V outlines a three-tiered system for transferring budgetary authority and responsibility, showing how five educational systems decentralize responsibilities. Part VI explains how to develop SBB decision-making processes, and part VII offers three SBB models with explanatory tables. Part VIII outlines three activities to help practitioners improve understandings of SBB. Two appendices list 23 references and explain the Quality Schools Project. (MLH)

ED 437 709 EA 029 949

Carver, Cynthia; Neuman, Brenda
Teacher Community in Charter and Professional Development Schools.
PUB DATE- 99
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charter Schools; *Comparative Analysis; *Educational Environment; Elementary Secondary Education; Faculty Development; Laboratory Schools; Nontraditional Education; Professional Development Schools; Teacher Attitudes
IDENTIFIERS- *Michigan

This paper explores the character of the teaching communities that have emerged in Michigan's charter and professional-development schools (PDS). It focuses on rhetorical constructions of what a teaching community is and how it is understood by those who are a part of it, with the assumption that teachers are subject to the cultural perceptions of the organizations in which they function. Three questions guided the investigation: (1) How can different teaching communities be characterized, either formally or informally? (2) How does the formally constructed work environment influence or impact the nature of a teaching community? and (3) In what ways do approaches to building a teaching community differ between charter and PDS? An examination of the various teaching communities in Michigan public schools reveals important insights about the nature of schools as institutions as well as efforts to reform them. Therefore, the researchers' goal was to develop a framework for investigating teaching communities and to illuminate the impact the two reform strategies (charter and PDS schools) may have on teachers' work. The work was drawn on teacher qualitative data including administrator and focus group interviews, classroom observations of whole school

DESCRIPTORS- Comparative Analysis; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure Per Student; *Finance Reform; National Surveys; School District Spending; Tables (Data); *Trend Analysis

This report examines the disparity in education expenditures in elementary and secondary schools for each state for the period from 1979-80 to 1993-94. Data from the Census Bureau's Survey of Local Governments were used, and the object of analysis was instructional expenditures per pupil. School districts were grouped into four categories: (1) unified districts; (2) elementary districts; (3) secondary districts; and (4) all districts. The greatest emphasis in the report is given to unified districts. Results show that, for most states, a majority of disparity indices for unified districts indicated declining disparity. Five of the states with increasing disparity were in the Midwest, and the other three were in the West. For each of the states for which the measures fell, the decline in disparity did not necessarily mean the state had a more equitable distribution of education expenditures, since the percentage and distribution of special-needs students may have changed over that period. All the disparity measures indicated declining disparity for three of the regions when examined as a whole, and a majority of measures indicated declining disparity in the other areas. Disparity increased for the nation as a whole, in part because instructional expenditures per pupil increased at different rates in different parts of the country. (RJM)

ED 437 729   EA 030 208

Bagin, Rich
How To Enhance Your School's Reputation. Tips for Principals from NASSP.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; *Educational Improvement; Elementary Secondary Education; *Excellence in Education; Institutional Characteristics; *Parent School Relationship; *Reputation

This paper presents two ways that schools can enhance their reputation: the annual back-to-school night and recognition programs for alumni. For back-to-school night, guests should be welcomed with enthusiasm and parents should be informed of the school's achievements. Since many staff members have never been coached on parent-friendly behavior, teachers should receive training for dealing with parents. Teachers should greet parents at the door, should make sure that their presentation fits into the allotted time, should show enthusiasm for the students and the curriculum, should dress professionally when dealing with parents and the community, and should be prepared to answer some of the common questions that parents ask. Parents will also be interested in seeing how graduates of the school have fared in their professional lives. A wall of fame can serve such a purpose. A key element for a successful wall of fame is the formation of an organizing committee to set criteria for induction. Once the honorees are selected, the school can host a reception for inductees, and recognition plaques can be prominently displayed in a special area.

Club for Girls with Disabilities" (Kimerly J. Wilcox); "Perspectives on Inclusion by Design: Science Curriculum Reform and Special Education" (Eric J. Pyle and Gretchen Butera); "K-12 Web Resources for Science, Engineering and Math" (Dick Banks); "Virtual Reality Tactile System for Access to Graphics" (John C.D. Nissen). Individual issues also contain news items, reviews, and calls for papers. (DB)

ED 437 747 EC 307 581

Iowa Deaf-Blind Project, October 1, 1995-September 30, 1999.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Consultation Programs; *Deaf Blind; Delivery Systems; Demonstration Programs; *Early Identification; Elementary Secondary Education; Infants; *Information Dissemination; Inservice Education; *Parent Education; Postsecondary Education; Preschool Education; State Programs; *Technical Assistance; Toddlers; Transitional Programs
IDENTIFIERS- *Iowa

This executive summary of a final report describes activities and accomplishments of Iowa's 3-year program to improve the quality of educational and community-based services for infants, toddlers, children, and youth with deaf-blindness. The project provided technical assistance to schools, area education agencies, and other service providers. It also provided support and training to families of children with deaf-blindness. Primary services provided by the project were early identification and tracking of infants, children, and youth with deaf-blindness; technical assistance to increase the knowledge and skill levels of parents, educators, administrators, and community service providers in the area of deaf-blindness; development of a parent/family network to ensure that families who have children with deaf-blindness received support and information as well as opportunities to link with other families and professionals; personal future planning and training in the development of transition plans for students with deaf-blindness; and the dissemination of information about the project and effective practices to parents, programs, and agencies throughout Iowa. This report describes the project's conceptual framework and justification, goals and objectives, activities and accomplishments, and problems encountered. (CR)

ED 437 748 EC 307 596

Arkansas Project for Children with Deafblindness, 10/01/95-10/31/99. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consultation Programs; *Deaf Blind; Disability Identification; Early Childhood Education; Early Intervention;

support students who are deaf-blind; (6) service providers became more capable of delivering appropriate services to children who are deaf-blind; (7) the specialized services required became more integrated; (8) service providers continued to develop their skills and change their practices; and (9) teacher trainers infused information about the needs of students who are deaf-blind in preservice training curriculums for early intervention personnel. The report further discusses the context of the project; objectives; activities; problems encountered and solutions; and implications for policy, practice, and research. (CR)

ED 437 766 EC 307 614

Knoblauch, Bernadette; McLane, Kathleen
Rights and Responsibilities of Parents of Children with Disabilities: Update 1999. ERIC Digest #E575.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For more information on parents of children with disabilities, see ED 419 326.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Decision Making; *Disabilities; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; Individualized Family Service Plans; Parent Participation; *Parent Responsibility; *Parent Rights; *Parent School Relationship; Preschool Education; *Special Education
IDENTIFIERS- ERIC Digests; *Individuals with Disabilities Educ Act Amend 1997; Related Services

This digest summarizes the rights and responsibilities of parents of children in the special education process under the Individuals with Disabilities Education Act (IDEA) Amendments of 1997. Among 12 rights listed are a free appropriate public education for every child, written notification for any proposed evaluations, re-evaluation or change in placement, informed consent concerning evaluation and programmatic decisions, evaluation of the child in his or her primary language, access to student records, participation in all individualized education program (IEP) or individualized family service plan (IFSP) team decisions, being informed of student progress at least as often as parents of children without disabilities, and voluntary mediation or a due process hearing to resolve differences with the school. Among the eight parental responsibilities listed are: asking for explanations of any unclear program aspects, making sure that IEP or IFSP goals and objectives are specific, monitoring the child's progress, keeping records, and joining a parent organization. The digest also suggests ways that parents can help the IEP or IFSP process, such as identifying the specific things the parent feels the child should learn, understanding the related services being provided, and discussing methods of effective discipline. Suggested organizational resources are also listed. (CR)

ED 437 767 EC 307 615

Orkwis, Raymond
Curriculum Access and Universal Design for Learning. ERIC/OSEP

Mainstreaming; Minority Groups; *School Districts; Sex; *Special Education; State Programs; State Schools; State Surveys; *Student Placement; Tables (Data)
IDENTIFIERS- *Maryland

This report presents the December 1, 1997, special education data collected annually by the State of Maryland as part of the its Special Services Information System. Information is compiled on special education students between the ages of 3 and 21 in all 24 local education agencies and state operated programs. Definitions of key terms used to classify student placements precede the data tables. The total number of students with disabilities served in Maryland is reported to be 111,688, representing 13 percent of the total public school enrollment in Maryland. The largest percentage of students with disabilities are identified as specific learning disabilities, 41.1 percent, followed by speech and language impairments 29.3 percent. The majority (46.3 percent) is served in the regular classrooms, followed by separate classrooms (24 percent) and resource room (21 percent). Tables include information by agency on the number of children with disabilities served, broken down by the following factors: disability, age, participation in the least restrictive environment, grade, intensity (the amount of time a student is receiving specially designed instruction), ethnicity, gender, and a percentage of the September 30th enrollment. Pie charts illustrate the percentage of special education students by disability and the placement of special education students. (CR)

ED 437 785 EC 307 633

Jacobson, Michael F.; Schardt, David
Diet, ADHD & Behavior: A Quarter-Century Review and A Parent's Guide to Diet, ADHD & Behavior.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Attention Deficit Disorders; Behavior Modification; *Behavior Problems; Children; *Cognitive Processes; *Dietetics; *Food; *Nutrition

This report reviews 23 controlled studies of the effect of food dyes and other dietary constituents on the behavior of children with Attention-Deficit/Hyperactivity Disorder (ADHD) or other behavioral problems. Findings indicate 17 of the 23 studies found evidence that some children's behavior significantly worsens after they consume artificial colors or certain foods such as milk or wheat. Limited research with such tools as electroencephalography indicates that certain foods trigger physiological changes in sensitive individuals. The report includes the following recommendations: (1) the government, private agencies, and health practitioners should acknowledge the potential for diet to affect behavior and advise parents to consider diet modification; (2) parents should consider dietary changes (along with behavioral therapy) as the first course of treatment for children with behavioral problems; (3) the National Institutes of Health should sponsor research to determine which foods and food additives affect behavior, develop methods of identifying sensitive children, and sponsor a conference on diet and ADHD; and (4) the Food and Drug Administration should require certain new and existing

*Dyslexia; Elementary Secondary Education; Handwriting; Inclusive Schools; Language Acquisition; Language Skills; Learning Disabilities; Learning Modalities; Learning Strategies; Literacy; *Mathematics Instruction; *Multisensory Learning; Phoneme Grapheme Correspondence; Phonics; Reading Difficulties; *Reading Instruction; Self Management; Spelling; Student Evaluation; Study Skills; Writing (Composition); *Writing Instruction

This text on multisensory structured language education (MSLE) provides the foundation for MSLE and offers components of instruction and effective teaching strategies that teachers can put into practice for students with dyslexia and others struggling to learn to read, write, and spell. Chapters include: (1) "Multisensory Instruction" (Louisa C. Moats and Mary L. Farrell); (2) "Development of Oral Language and Its Relationship to Literacy" (Lydia H. Soifer); (3) "Phonological Awareness and Reading: Research, Activities, and Instructional Materials" (Joanna K. Uhry); (4) "Alphabet Knowledge: Letter Recognition, Naming, and Sequencing" (Kay A. Allen with Marilyn C. Beckwith); (5) "A Short History of the English Language" (Marcia K. Henry); (6) "Teaching Reading: Accurate Decoding and Fluency" (Suzanne Carreker); (7) "Teaching Comprehension from a Multisensory Perspective" (Margaret Taylor Smith); (8) "Teaching Spelling" (Suzanne Carreker); (9) "Teaching Handwriting" (Lynn Stemple-Mathey and Beverly J. Wolf); (10) "Composition: Expressive Language and Writing" (Judith C. Hochman); (11) "Multisensory Mathematics Instruction" (Margaret B. Stern); (12) "Applying Multisensory Techniques to Interdisciplinary Studies" (Cecily Selling and Dorothy Flanagan); (13) "Organization and Study Skills" (Claire Nissenbaum); (14) "Assessment of Progress" (Margaret Jo Shepherd); (15) "Transition to the General Classroom and Content Areas" (Shary Maskel); (16) "Reading and Writing Instruction in Adult Basic Education" (Joan R. Knight); (17) "Working with the High-Functioning Dyslexic" (Susan H. Blumenthal); and (18) "Parenting the Child with Dyslexia" (Betty S. Levinson). (Chapters include references.) Field-tested instructional materials and activities are included. (CR)

ED 437 804   EF 005 133

Urban Schools: Lessons Learned for All Schools. American Institute of Architects' Committee on Architecture for Education Conference (Chicago, Illinois, September 24-26, 1998).
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; *Cooperative Planning; *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Experiential Learning; Problem Solving; *Public Schools; *Urban Schools
IDENTIFIERS- Architect Role; Building Evaluation

The American Institute of Architect's Committee on Architecture for Education convened for a conference addressing the urban school relative to quality of public education for all students, entitlement and privilege, community ideology, racial tensions, and the reopening and refurbishing of aging facilities. This report presents synopses of the discussions, including question and answer exchanges, overviews of the school tours conducted, highlights of opening remarks, and links to relevant Web sites provided by attendees and speakers.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Behavioral Objectives; *Course Content; Curriculum Design; Foreign Countries; *French; *Immersion Programs; Language Skills; Listening Comprehension; Personal Autonomy; Primary Education; Reading Comprehension; Second Language Instruction; *Second Languages; Speech Skills; State Standards; Student Evaluation; Writing Skills
IDENTIFIERS- Alberta

The report, entirely in French, describes Alberta's curriculum for second-year French immersion, as revised in 1994. An introductory section offers background information on the curriculum revision, links between the core curriculum and French immersion, underlying principles of second language instruction, the revised curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (listening and reading comprehension, oral and written production, and appreciation of the French language). Appended materials include notes on French language teaching techniques, a discussion of immersion instruction, and an overview of integration of instructional materials at the early elementary level. (Contains 15 references.) (MSE)

ED 437 828 FL 025 818

French Language Arts. Programme d'etudes par annee scolaire. Francais langue seconde - immersion. Troisieme annee (Program of Study by School Year. French as a Second Language - Immersion. Third Year).
PUB DATE- 99
NOTE- 87p.; For the program of study for the first and second years, see FL 025 816-817.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Behavioral Objectives; *Course Content; Curriculum Design; Foreign Countries; *French; *Immersion Programs; Language Skills; Listening Comprehension; Personal Autonomy; Primary Education; Reading Comprehension; Second Language Instruction; *Second Languages; Speech Skills; State Standards; Student Evaluation; Writing Skills
IDENTIFIERS- Alberta

The report, entirely in French, describes Alberta's curriculum for third-year French immersion, as revised in 1994. An introductory section offers background information on the curriculum revision, links between the core curriculum and French immersion, underlying principles of second language instruction, the revised curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (listening and reading comprehension, oral and written production, and appreciation of the French language). Appended materials include notes on French language teaching techniques, a discussion of immersion instruction, and an overview of integration of instructional materials at the early elementary level. Contains 15 references. (MSE)

7% replying not at all, respectively. When asked if working with a group encouraged them to help and support their peers, 61% answered very much and 35% said at least a little, leaving very few negative answers. The benefits of cooperative learning clearly make it worthwhile to use the technique with lower-level university students. (KFT)

ED 437 848 FL 026 124

Lee, Gabriel
Positively Interdependent: Developing Oral Fluency via Task Design.
PUB DATE- 99
NOTE- 10p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Classroom Techniques; Communicative Competence (Languages); *Cooperative Learning; *English (Second Language); Foreign Countries; High Schools; *Language Fluency; *Oral Language; Reading Instruction; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *Japan

Despite several years of English language instruction, most Japanese students remain unable to produce nor comprehend more than rudimentary English. In order to overcome this problem, students must be motivated to participate in tasks designed to get them to use English communicatively--a difficult task in a country where students typically remain silent, refusing to participate even when the task at hand is relatively easy. Research shows that the greatest impediment to participation is not motivation, but insecurity about the ability to speak English. Because fluency is a skill achieved only through practice, tasks effective in encouraging practice are essential if students are ever to develop the requisite confidence. To this end, the 4/3/2 technique--in which learners form pairs, are assigned the role of either speaker or listener, with the speakers then giving a four minute talk on a familiar topic, changing partners, and then giving the same talk to another person, with the allotted time for the talk progressively reduced from 4 to 3 to 2 minutes--was adapted to cooperative learning principles. The result is the Retell It! 3/2/1 technique, which takes the main features of 4/3/2 (focused communication, repetition, and pressure to perform at higher than normal level) and combines them with the cooperative learning arrangements of positive interdependence and personal accountability (which research shows are powerful motivators for Japanese students). Qualitative data from student evaluations and improved student fluency from Retell It! 3/2/1 demonstrate its success. Tasks to develop fluency can be strengthened by adding cooperative learning elements of positive interdependence and individual accountability, which are powerful motivators for Japanese students. (KFT)

ED 437 849 FL 026 125

Homan, Robert M.; Poel, Christopher Jon
Developing Interactive Group Skills through Cooperative Learning.
PUB DATE- 99
NOTE- 20p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English

associated with organizational characteristics and administrative rank, while environments characterized by high levels of interpersonal conflict and stress are more strongly associated with characteristics such as workload pressure and personal/financial stress. Female managers were more likely to report a climate of teamwork. (Contains approximately 54 references.) (CH)

ED 437 869 HE 032 701

Gonzalez, Kenneth P.; Padilla, Raymond V.
Faculty Commitment and Engagement in Organizational Reform. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 46p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; College Environment; *College Faculty; Collegiality; Curriculum Development; Diversity (Faculty); Diversity (Institutional); *Faculty College Relationship; Higher Education; Interdisciplinary Approach; *Organizational Change; Organizational Development; Organizations (Groups); Outcome Based Education; *Participative Decision Making; Policy Formation; Service Learning; State Universities; Teamwork
IDENTIFIERS- *ASHE Annual Meeting; *California State University Monterey Bay

A quantitative research design was employed to investigate how faculty members become engaged and remain committed to organizational reform. Data collection included interviews with 17 faculty members at California State University in Monterey Bay during the academic year 1995-96, as well as several site visits. This new university was part of a federal military base conversion program; its unique vision statement included an interdisciplinary lower and upper division curriculum, an outcomes-based learning environment, innovative technology integrated into the curriculum, a service-learning environment, and a pluralistic, multicultural, multilingual academic community. The major finding was a grounded conceptualization of faculty commitment to institutional change defined as willingness to engage in the process of achieving institutional change. Two components determined the extent of faculty engagement: goal congruence and perceived viability of achieving change. When faculty and institutional goals were congruent and faculty had high expectations that the proposed innovations were feasible, faculty were willing to engage in the process of creating change. When either of these components was weak (usually as a result of institutional dynamics), faculty willingness to engage in change declined, or they disengaged entirely. (Contains 21 references.) (CH)

ED 437 870 HE 032 702

Roane, Warren
The "Failure" of Private Universities in Uruguay: A Tale of Three Institutions. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San

Opinion; School Business Relationship; School Effectiveness; Student Improvement; Teacher Education

This report, drawing on a wide variety of public opinion data, is the first to compare public perceptions of K-12 and higher education. Differences in perceptions are discussed in seven categories: (1) knowledge of the systems; (2) perceptions of their quality; (3) assignment of responsibility between students and the institutions; (4) who pays for the costs; (5) safety, discipline, and dealing with basic learning; (6) who has access; and (7) understanding of the alternatives of privatization, vouchers, and charter schools. The report does not examine the accuracy of the reported perceptions. The report concludes that higher education still is viewed as different and better than K-12, and that it is immune to many of the criticisms leveled at K-12. However, there are some signs of erosion in higher education's stronger position; leadership groups, especially business executives, are equally critical of both systems, with a shared concern that K-12 schools are not adequately preparing students for higher education. These leaders, aware that K-12 educators feel that colleges are not adequately training teachers, believe that K-12 and higher education must work together more closely. (Contains 26 endnotes.) (RH)

ED 437 889 HE 032 762

Foster, W. Tad
Applied Research in Technology Programs: A Working Draft.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Mississippi Valley Technology Teacher Education Conference (86th, St. Louis, MO, November 5-6,1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Doctoral Dissertations; *Engineering Technology; Higher Education; Research Universities; *Technology

This study of graduate student research at the doctoral level in four educational disciplines industrial engineering, industrial technology, mechanical engineering, and business administration undertook to determine the type of research (basic or applied) used in the student research, the research methods used, and the topics of research. The data were collected by Dissertation Abstracts International, with a random sample of at least 50 studies in each discipline. A total of 246 studies were analyzed. The data show that the majority of the studies were applied in nature, with a great degree of variation in the methods used and topics considered. The study also finds a body of knowledge and research connected to applications. The seven tables include an analysis of dissertations by research method; list keywords used to describe the studies; list the dissertation topics in the four disciplines; and list recent dissertation topics at a Midwestern doctoral-granting university. (RH)

ED 437 890 HE 032 763

Breaking Through to High Performance: The ECS Education Agenda for 1999 and Beyond.
PUB DATE- 99
NOTE- 13p.

(Author/MES)

ED 437 910 IR 019 870

Caughlin, Janet
PowerPoint Workshop for Teachers TM .
PUB DATE- 99
NOTE- 200p.; CD-ROM for Macintosh and Windows not available from EDRS.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Computer Graphics; *Computer Software; Computer Uses in Education; Elementary Secondary Education; *Material Development; Multimedia Instruction; *Multimedia Materials; *Screen Design (Computers); Student Developed Materials; Teacher Developed Materials; *Visual Aids
IDENTIFIERS- *Microsoft PowerPoint; Presentations; Web Sites

This guide for teachers to the Microsoft PowerPoint multimedia presentation program begins with a section that introduces what PowerPoint is and why teachers should use it, Windows 95/98 basics, Macintosh basics, getting started, PowerPoint toolbars, and presentation tips. The next section discusses learning PowerPoint, including creating a self-running WordArt presentation, creating a presentation with text boxes and clip art, creating a basic slide presentation with a summary slide, opening and editing a presentation, creating a review presentation that students can take home to study, creating a slide show with a chart and table, creating speaker notes, changing the background and timing the slide show, editing the master slide and inserting AutoShapes, creating AutoShapes and manipulating them, creating a short animated movie, inserting an Internet picture and a movie, inserting organization charts and files, creating a template, creating a more complex template, linking presentations and adding sounds from another source, inserting scanned pictures, and saving a file as HTML. Examples of how K-12 teachers and students use PowerPoint are then presented. Appendices include PowerPoint menu differences, sharing PowerPoint files, PowerPoint resources for educators on the Internet, pictures of famous people, using sounds in PowerPoint, and changing the memory allocated to PowerPoint. (MES)

ED 437 911 IR 019 871

Treadwell, Mark
Educator's Guide to Searching the Internet. K-College.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Computer Uses in Education; Elementary Secondary Education; Evaluation Criteria; *Information Retrieval; Information Technology; *Navigation (Information Systems); Postsecondary Education; *Search Strategies; Student Attitudes; Teacher Attitudes; *World Wide

"Competence-Related Differences in Problem Representation: A Study in Physics Problem Solving" (Elwin R. Savelsbergh, Ton de Jong and Monica G. M. Ferguson-Hessler); (14) "A Utility-Based Approach to Speedup Learning with Multiple Representations" (Maarten W. van Someren, Pietro Torasso and Jerzy Surma); Part III: General Issues and Implications for Education: (15) "Multiple Representations and Their Implications for Learning" (Alan Lesgold); and (16) "Representation and Conceptualisation in Educational Communication" (Keith Stenning). (Contains 449 references.) (MES)

ED 437 930   IR 019 948

K-12 Foreign Language Education. The ERIC Review.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 77p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- American Sign Language; Annotated Bibliographies; Computer Uses in Education; Educational Technology; Educational Trends; Elementary Secondary Education; Faculty Development; Instructional Materials; National Standards; Organizations (Groups); Search Strategies; *Second Language Instruction; *Second Language Learning; *Second Language Programs; Second Languages; Subject Index Terms
IDENTIFIERS- Electronic Resources; ERIC; Web Sites

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme. This issue focuses on foreign language education in grades K-12. Articles include: "Second Language Learning: Everyone Can Benefit" (Kathleen M. Marcos); "Foreign Language Education in the United States: Trends and Challenges" (Renate A. Schulz); "Many Ways to Learn: Elementary School Foreign Language Program Models" (Lucinda Branaman and Jeanne Rennie); "National Standards: Preparing for the Future" (Vickie Lewelling and Jeanne Rennie); "Current Trends in Foreign Language Assessment" (Jeanne Rennie); "Professional Development for Foreign Language Teachers" (Joy Kreeft Peyton); "Less Commonly Taught Languages" (Dora Johnson); "Heritage Language Students: a Valuable Language Resource" (Russell Campbell and Joy Kreeft Peyton); "ASL American Sign Language as a Foreign Language" (Joy Kreeft Peyton); "Federal Support for Foreign Language Education" (Carol Boston); "State Initiatives for Foreign Language Instruction" (Vickie Lewelling and Jeanne Rennie); "Foreign Language Resource Organizations" (Laurel Winston and Lynn Fischer); "Books an annotated bibliography " (Laurel Winston and Craig Packard); "Journals and Newsletters an annotated bibliography " (Craig Packard and Lynn Fischer); "Tips for Searching the ERIC Database on Foreign Language Topics" (Vickie Lewelling and Jeanne Rennie); "Using the Internet for Foreign Language Learning" (Jean W. LeLoup and Robert Ponterio); "More than Just the Internet: Other Technology for Language Teaching" (Samantha Earp); "Sources for Videos, CD-ROMs and Multimedia" (Craig Packard); "Web Sites/Electronic Resources" (Craig Packard and Lynn Fischer); "Foreign Languages and Job Opportunities (Lucinda Branaman); and "Putting it All Together: Fostering a Language-Proficient Society" (Kathleen M. Marcos and Joy Kreeft Peyton). (MES)

Resources (CLIR) begins with a list of supporters, a letter from the chairman, and a message from the president. The major CLIR programs are then described: (1) Preservation and Access, including domestic and international activities; (2) Digital Libraries, including developing libraries of materials born digital, building core infrastructure, integrating digital materials into academic life, and organizational support for digital libraries; (3) Leadership, including the W. K. Kellogg Foundation Project, the Frye Leadership Institute, the College Libraries Committee, "The Mirage of Continuity," and the A. R. Zipf Fellowship Program; and (4) Economics of Information, including licensing discussions and the Investment in Information project. CLIR publications, advisory groups, and grants and contracts are listed. Audited CLIR financial statements with accompanying notes and a schedule of functional expenses are provided. (MES)

ED 437 950 IR 057 579

Digital Library Federation: Annual Report, 1998-1999.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Annual Reports; *Electronic Libraries; Higher Education; Internet; *Library Administration; Library Cooperation; Library Development; *Library Materials; Library Services; Workshops

This annual report of the Digital Library Federation describes projects initiated in response to the following program priorities: (1) focus attention on libraries of materials that are born digital, including a social science data workshop and guides to quality in visual resource imaging; (2) integrate digital materials into the fabric of academic life, including academic image exchange, authorization systems, reference linking, and distributed finding aids; (3) stimulate the development of core digital library infrastructures, including a workshop on technical metadata elements for image files, international meeting on archival authority control, metadata working group, technical architecture committee, and I2-DSI (Internet2--Distributed Storage Infrastructure); and (4) develop the organizational support needed for managing digital libraries effectively, including institutional policies and practices for the long-term maintenance of digital materials and management forums. Outreach initiatives (e.g., publications and site visits) and organizational issues (e.g., executive subcommittee, new members, alliances, and staff) are also described. (MES)

ED 437 951 IR 057 580

New York State Forum for Information Resource Management: 1998-1999 Annual Report.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Annual Reports; Cooperative Programs; *Information Management; *Information Policy; Information Scientists; *Information Technology; Institutional

strategies, steps, evaluation/critique, comments/tips/follow-up, and handouts. A correlation chart lists all applicable lessons for each standard. (MES)

ED 437 970 IR 057 621

Allen, Christine, Ed.
Skills for Life: Information Literacy for Grades K-6. 2nd Edition. Professional Growth Series.
PUB DATE- 99
NOTE- 227p.; For an information literacy guide on grades 7-12, see IR 057 620.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Education; Independent Study; *Information Literacy; *Information Skills; Lesson Plans; *National Standards; Social Influences
IDENTIFIERS- *Information Power (AASL AECT); Learning Communities

This book presents 43 instructional guides for use with elementary school students, organized around the following information literacy, independent learning, and social responsibility standards from "Information Power: Building Partnerships for Learning". The standards dictate that students should be able to: (1) access information efficiently and effectively; (2) evaluate information critically and competently; (3) use information accurately and creatively; (4) be information literate and pursue information related to personal interests; (5) appreciate literature and other creative expressions of information; (6) strive for excellence in information seeking and knowledge generation; (7) contribute positively to the learning community and recognize the importance of information to a democratic society; (8) practice ethical behavior in regard to information and information technology; and (9) participate effectively in groups to pursue and generate information. Instructional guides include title, author, curriculum area, curriculum connections, grade levels, prerequisites, information literacy standards for student learning, other outcomes/standards, materials needed, strategies, steps, evaluation/critique, comments/tips/follow-up, and handouts. A correlation chart lists all applicable lessons for each standard. (MES)

ED 437 971 IR 057 622

Goetsch, Lori, Comp.
Electronic Reference Service. SPEC Kit 251.
PUB DATE- 99
NOTE- 67p.; Prepared with the assistance of Laura Sowers and Cynthia Todd.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Electronic Libraries; Foreign Countries; Higher Education; Library Automation; Library Policy; *Library Services; Library Statistics; Library Surveys; Questionnaires; *Reference Services; *Research Libraries; *World Wide Web
IDENTIFIERS- Association of Research Libraries; *Web Sites

The goals of this SPEC Kit were to report on the extent to which ARL (Association of Research Libraries) libraries provide electronic reference services and to offer a snapshot of the background; (3) results; and (4) longitudinal comparison. Appendices contain the 1999 Staff Institutional Survey, statistics, and respondents' comments. (RDG)

ED 437 991 JC 000 125

Graduate Follow-Up Survey of 1999 Vocational Students.
PUB DATE- 00
NOTE- 67p.; Document presented to the college community by the Office of Institutional Research and the Maida Kamber Center.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Employment; Graduate Surveys; Institutional Research; *Outcomes of Education; Program Evaluation; *Student Attitudes; Student Surveys; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *University of Hawaii Kapiolani Community College

This report presents the findings of the 1999 survey of vocational graduates from Hawaii's Kapi'olani Community College (KCC). The purpose of this survey is to provide important information about our graduates, the type of employers hiring our graduates, and educational and transfer information useful for educational planning. A total of 140 vocational graduates were identified and contacted by telephone and completed the survey. The most important goals of the graduates were to obtain an Associates degree (46%) and to prepare for transfer (24%). Nineteen percent are working full-time while 34 percent are working part-time. The majority of respondents not employed were seeking work. Approximately 77 percent were working in jobs closely related to their major. About 20 percent of graduates have attended another university or college since graduation and 75 percent plan to continue their education. Contains 8 figures. Contains survey results for each item on the following survey instruments: College-wide, Accounting, Associate Degree Nursing, Dental Assisting, Food Service, Hotel and Restaurant Operations, Information Technology, Legal Education, Marketing, Medical Assisting, Medical Lab Technician, Nurse's Aid, Occupational Therapy Assistant, Respiratory Care, and Travel and Tourism. (RDG)

ED 437 992 JC 000 127

Student Evaluation of Instruction, Term 99-1.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Evaluation Methods; Faculty Development; *Instructional Effectiveness; Instructional Improvement; *Participant Satisfaction; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Surveys; Teacher Student Relationship; Technical Institutes; Two Year Colleges
IDENTIFIERS- *South Carolina

This document is a comprehensive report of the student evaluations completed at Horry-Georgetown Technical College (SC) during the spring 1999 semester. As noted in the document, each degree and certificate program is subject to periodic review, which encompasses student surveys. For this survey, students were asked to respond to Likert-type rating items concerning their satisfaction with specific aspects of instruction, availability of instructors outside of class, and the academic environment. The report follows the format of the parts, each of which builds upon the previous ones. The chapters in Part One define what hand-me-down dreams are, describe how they're passed on cyclically in all families, and illustrate how and why career-related problems arise in some. Part Two begins by explaining generally how family members are connected emotionally as a system, then moves on to specific topics, such as the influence of sibling order and gender on family "job assignments," "triangles" among family members and their impact on career selection, and what happens when adults rebel against or cut off their parents. Part Three illustrates how one's family values and beliefs regarding the purpose of work, the meaning of success, and the importance of money contribute to career problems when they constrict one's goals or block one from taking risks and coping with change. The chapters in Part Four function as a workbook, enabling the reader to apply the general knowledge presented in the book about family influences on careers to the reader's unique family background and individual career path. Part Five invites the reader to look ahead to the future of his or her career, and, for parents, to that of their children's careers. Part Five also invites readers to take into account workplace trends. One appendix offers advice on how and when to seek professional support, and another recommends 43 resources for additional reading on career development, family relationships, and workplace trends. (KC)

ED 437 505 CE 079 571

Gordon, Edward E.
Skill Wars: Winning the Battle for Productivity and Profit.
PUB DATE- 00
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Demand Occupations; *Economic Development; *Employment Patterns; Employment Potential; Employment Projections; *Futures (of Society); Industrial Training; *Job Skills; Job Training; *Labor Force Development; Labor Needs; On the Job Training; Postsecondary Education; Retraining; Secondary Education; Unions; Vocational Education

This book outlines why the skills of the U.S. workforce have become the single most important factor in the competitiveness, not only of individual companies, but of national economies. It documents the widening gap between the need for highly skilled workers and their availability, and it points out the chilling consequences that may occur if the skill gap continues to widen--an economy in which high-tech jobs go unfilled while millions of unskilled workers lack jobs. The book advocates establishment of a Workforce Education Triad that lays out the basic building blocks for a new business learning system and provides an interdisciplinary Human Capital Return on Investment (ROI) worksheet to calculate an accurate ROI for education and training. The book provides sophisticated systems of measurement, concrete benchmarks, and the key policy concepts companies need to prepare their employees for the future of work. Its 3 sections contain 10 chapters that focus on the following topics: measuring human capital development, improving productivity and performance, and developing people. The book includes 82 figures, 8 boxes, and a table. (KC) today's college-credit writing programs for working adults. It illustrates a range of accommodations to the needs of adult students and explores how writing programs for adults are influenced by institutional contexts, faculty ideologies, and other factors. The book advocates innovative teaching ideas and further research on teaching writing to adults. Its three parts include seven chapters. Part One contains the history of workers' education from 1820 to 1970; Part Two describes the following five contemporary corporate or union programs of workplace education: (1) teaching critical analysis through the liberal arts at Alfred North Whitehead College; (2) teaching academic discourse at Empire State College; (3) critical literacy in action at Queens College Worker Education Program; (4) expressionistic and critical pedagogy at Swingshift College at Indiana University Northwest, and (5) teaching on "turns" in Youngstown State University's writing courses. Seven appendixes provide lesson plans from the writing programs. The book contains 214 references. (KC)

ED 437 523 CE 079 594

Mayo, Peter
Gramsci, Freire and Adult Education. Possibilities for Transformative Action. Global Perspectives on Adult Education and Training.
PUB DATE- 99
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Learning; Change Agents; Change Strategies; Civil Liberties; Comparative Analysis; Cultural Awareness; Cultural Context; Democracy; Democratic Values; Educational Environment; *Educational Objectives; *Educational Philosophy; Educational Strategies; Educational Theories; Freedom; Information Technology; Literature Reviews; Marxism; Personal Autonomy; Political Attitudes; *Political Socialization; Revolution; Role of Education; *Social Change; Social Differences; Synthesis; Teacher Student Relationship; Transformative Learning
IDENTIFIERS- *Freire (Paulo); *Gramsci (Antonio); Radical Education

This book examines the ideas of Antonio Gramsci and Paulo Freire regarding radical education and adult education's role in the struggle for liberation from oppression. Chapter 1 provides an overview of the following topics: Gramsci and Freire's theories; publications about both men in the adult education literature; and the principles of transformative adult education. Chapter 2 focuses on the following aspects of Gramsci's views on adult education: relationship between hegemony and education; agency; and sites of practice, social relations, and content. Five aspects of Freire's thinking regarding adult education are explored in chapter 3: political pedagogy; agency; liberation theology, and Marxism; democratic education; agents of change; and sites of practice and content. Chapter 4 presents a biographical and contextual comparison of Gramsci and Freire and identifies parallels in and differences between their ideas. Chapters 5-7 discuss these topics: limitations in the thinking of Gramsci and Freire (class and other forms of social difference, contestation and cooptation, information technology); a Gramscian-Freirean synthesis and beyond (commitment, agency, social movements, adult educators, cultural production, history); and transformative adult curriculum practice. "Assessment Practices" (Charlie McKavanagh) explores the assessment of expertise and methods of data analysis. "The Role of the Instructor" (Lawrence Angus, Terri Seddon, John Gough, Ian Robertson) traces the changing role of the instructor within CBT and CBT's trajectory and educational effects. "Findings, Conclusions, and Recommendations" (Stephen Billet, Fred Beven, Charlie McKavanagh, Sharon Hayes, Lawrence Angus, John Gough, Ian Robertson, Terri Seddon) discusses the three subprojects in the context of development of a flexible and adaptable work force and presents and recommendations emerging from the subprojects. The ten years since the introduction of a uniform system of CBT has seen significant improvement in the structure and organization of Australia's vocational educational system. To make further improvement, a change in emphasis in policy is needed to move beyond CBT and recognize the critical role teachers play in achieving the country's need for a flexible, adaptable and globally competitive workplace. (Contains 126 references, 24 tables/figures, 28.) (MN)

ED 437 542   CE 079 624

Misko, Josie
Competency-Based Training. Review of Research.
PUB DATE- 99
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Attitudes; *Competency Based Education; Curriculum Development; Delivery Systems; *Educational Change; Foreign Countries; *Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; Student Attitudes; Teacher Attitudes; Teacher Education; Vocational Education
IDENTIFIERS- *Australia

This book provides a review of (primarily Australian) research on competency-based training (CBT). It includes information on the industrial and economic contexts that formed the backdrop for training reform in Australia. Information is presented to show how implementation of CBT has affected teaching, learning, and administration in vocational education and training (VET). Evidence about the effectiveness of CBT is taken from empirical studies conducted in Australia and overseas and theoretical debates on the relative merits of CBT. Studies are included that have examined the implementation of CBT from the perspective of VET teachers, administrators, and students. Findings are mixed. They show the positive and negative effects of CBT reforms on the work of teachers and administrators and the learning of students. Positive effects are an increased focus on delivering training that is responsive to the needs of the workplace, increased accessibility and flexibility of training for clients, and training based on national industry or enterprise-specific standards. The negative effects are related to the inadequate resourcing and preparation of VET teachers and trainers for the implementation of the reforms, increased administrative obligations, and dissatisfaction with outcomes of the learning approach that is promoted under a modularized curriculum. The review concludes with implications for further research, including comparisons of outcomes obtained by students prior to and after CBT implementation. (Contains 60 references.) (YLB)

ED 437 543   CE 079 625

board, the management team, and the Department of Education continue to define their roles as established in the July 1999 board meeting) and that the program management team actively monitor, train, assist, and support the job specialists in the schools. (KC)

ED 437 560 CE 079 646

Seyfried, Erwin; Kohlmeyer, Klaus; Furth-Riedesser, Rafael
Supporting Quality in Vocational Training through Networking. CEDEFOP Panorama.
PUB DATE- 00
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; Articulation (Education); Case Studies; Cooperative Planning; *Educational Cooperation; *Educational Improvement; *Educational Quality; Foreign Countries; Government School Relationship; Influences; Literature Reviews; *Partnerships in Education; Postsecondary Education; School Business Relationship; School Community Relationship; Secondary Education; *Social Networks; Synthesis; *Vocational Education
IDENTIFIERS- *Europe

The extent to which network cooperation between the general education system, vocational training institutions, business enterprises, social partners, and political decision makers affects quality development in vocational training was examined through a literature review and synthesis of eight case studies in the following seven European countries: Portugal, the Netherlands, Germany, Italy, the United Kingdom, Sweden, and the Republic of Ireland. In all cases, the primary motivation for creating a network was the existence of problems that the vocational training institutions could not solve on their own. In the networks created, cooperation increased actors' room to maneuver and extended their problem-solving capabilities. All the networks studied overcame existing inadequacies and improved the functioning of their vocational training systems. Network activities were consistently directed toward changing the structural context in which vocational training occurs, and it was those changes in frame conditions that resulted in improvements in the quality of available vocational training measures. The case studies demonstrated the role of state actors in initiating and promoting local networks, and established that the efficiency of networks is highly dependent on the creation of adequate management and steering structures. (Contains 110 references and the case study authors' addresses.) (MN)

ED 437 561 CE 079 649

Moore, Richard W.; Blake, Daniel R.; Phillips, G. Michael; McConaughy, Daniel; von Haam, Amy Cheung
ETP at Work: An Evaluation of 1995-96 ETP Projects.
SPONS. AGENCY- California State Employment Training Panel, Sacramento.
PUB DATE- 00
NOTE- 83p.; For an evaluation of ETP's impact on trainees, companies, and the state's economy, see CE 079 650.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Consortia; Contracts; *Education Work

skill training; and (2) adults who mentioned a specific goal. Analysis identified the following four supports to persistence: management of positive and negative forces that help and hinder persistence; self efficacy; establishment of a goal by the student; and progress towards reaching a goal. Interventions within constraints of existing programs fell into four categories: intake, orientation, instruction, and program activities. (Contain 65 references and survey forms.) (YLB)

ED 437 580 CE 079 673

Medina, Patsy
The Outcomes and Impacts of Adult Literacy Education in the United States. Appendix A: Abstracts of Studies Reviewed.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 65p.; For the primary report, see ED 431 870.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Community Programs; Educational Research; *Literacy Education; *Outcomes of Education; Program Effectiveness; Program Evaluation; *Workplace Literacy

The outcomes and impacts of adult literacy education in the United States were examined through a qualitative assessment of the pertinent research conducted since the late 1960s. A comprehensive literature search was used to identify; the most credible outcomes and impacts studies, and case studies were prepared for these. This document contains the abstracts of 46 studies used in this assessment. Each abstract begins with the following bibliographic information: author(s) or institution(s) or editor(s); year of publication; title; publisher; and ERIC Document Reproduction Service Number, if applicable. The body of the abstract is divided into the following categories: purpose; variables; population; design; data collection; instrumentation; findings; strengths; and weaknesses. (YLB)

ED 437 581 CE 079 676

Leyden, Bernadette; Hendon, Claude
Review of Postsecondary Vocational Programs.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Labor Force Development; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; *State Programs; State Standards; *Vocational Education
IDENTIFIERS- *Florida

A review was conducted to identify improvements in the public postsecondary vocational education system in Florida that could save the state money. The study found that 37 percent of adult vocational education programs were poor performers in fiscal year 1992-93, costing the state approximately $13.1 million while either producing few completers or producing completers who fared poorly in the job market. In addition, duplicative programs that had low placement rates, trained students for non-practical approaches to positive behavioral interventions. Directed at both regular and special education students, these articles feature prosocial skills for improving student responsibility and discipline, effective parenting strategies, conflict resolution and violence prevention programs, and techniques to diffuse disruptive behavior in the classroom. Articles include: (1) "Disciplining Students with Disabilities" (K. P. Dwyer); (2) "Prevention Strategies for the Elementary School Classroom" (P. Kay , A. Ryan); (3) "Prevention through School-Family Linkages" (P. Kay, A. Ryan); (4) "Bullying Fact Sheet" (G. Batsche, B. Moore); (5) "Position Statement: School Violence"; (6) "How to Build Your Child's 'EQ': A Guide for Emotionally Intelligent Parenting" (M. J. Elias, S. E. Tobias, B. S. Friedlander); (7) "The Peacemakers Program: Effective Violence Prevention for Early Adolescent Youth" (J. Shapiro); (8) "Anger Management for Young Children: A Handout for Parents" (B. M. Levy); (9) "Conflict Resolution and Peer Mediation: A Guide for Educators" (M. M. Chittooran); (10) "Functional Behavioral Assessment: Looking Beyond Applied Behavior Analysis" (J. R. Nelson, M. L. Roberts, M. Bullis, C. Albers, B. Ohland); (11) "Time-Out: Guidelines for Teachers" (T. S. Ewing); (12) "A Prosocial System for Improving Student Discipline and Responsibility" (J. McMullen). Also included are a resource guide, and video reviews. (GCP)

ED 437 601   CG 029 760

Seiffge-Krenke, Inge
Adolescents' Health: A Developmental Perspective.
PUB DATE- 98
NOTE- 281p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Development; *Adolescents; Coping; *Developmental Stages; Health; *Health Promotion; Models; Stress Variables
IDENTIFIERS- *Developmental Theory

The primary aim of this book is to integrate findings on health and illness in adolescence. The book is geared towards those in the health psychology field as well as others concerned with the issues of adolescent health. It argues the value of following a developmental approach to the study of health or illness in general, and especially for adolescents. As an age group, adolescents are more likely to develop psychopathological symptoms. The book discusses factors that might be responsible for these symptoms. Special attention is given to adolescents showing cumulative deficits in their development due to exposure to highly stressful events and the lack of internal coping resources and social support to help them deal with these stressors. Chapter 1 summarizes various theoretical models of health and illness. In chapter 2, specific developmental barriers in obtaining diagnostic information in adolescent patients are outlined. In chapter 3, mortality and morbidity data from various adolescent populations offer rough estimates of adolescent health status. Chapter 4 presents an overview of the physical changes in adolescence and the effects on interactions with health experts. Typical stressors, and coping styles shown by normal and clinical samples of adolescents are described in chapters 5 teaching reading that did not depend on a home-based background of literacy. Intervention strategy included teaching a direct phonics curriculum, the use of a reading motivation program, frequent testing and intervention, parent involvement, and peer coaching. Results of post intervention data indicated that direct phonics gave students the strategies to become independent readers when combined with a program using whole reading experiences with peer and parental involvement. Contains 32 references, and 6 tables and 10 figures of data. Appendixes contain survey instruments, reading tests, worksheets, parent participation materials, phonics games, and a sample Accelerated Reader Reading Record report. (Author/RS)

ED 437 621 CS 013 833

Erland, Jan
Video-Taped Instruction Creates Listening and Visual Memory Integration for Higher Reading and Math Scores.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 5; *Instructional Effectiveness; Intermediate Grades; *Learning Strategies; *Mathematics Instruction; Mathematics Skills; *Reading Improvement; *Reading Instruction; Reading Skills; Thinking Skills; Videotape Recordings

This pre-post quasi-experimental study was conducted in a public school 5th grade class to determine the effects of video-taped instruction in teaching analysis and pattern finding skills. Methodology included guidelines from Cognitive Behavior Modification, Suggestopedia, and Guilford's Structure of Intellect Model within the Kaufman and Kaufman Sequential vs. Simultaneous Dichotomy. Elements of simultaneous and sequential learning, modeling, and self-monitoring were foundation components of "The Patterns and Systems Training." The hypothesis was to determine if improved cognitive skills to create higher-order thinking skill would facilitate reading improvement. Standardized cognitive skills tests were administered pre- and post-training to determine if improved simultaneous and sequencing skill would generalize to improved reading capability measured on the district's nationally standardized academic achievement tests. Gains at significant levels were obtained by the video-taped "Patterns and Systems Training" group in the Reading and Math subtests on the Science Research Associates (SRA, 1985) standardized tests. Contains 112 references, and 4 tables and 4 figures of data. (Author/RS)

ED 437 622 CS 013 834

Buss, Kathleen; Karnowski, Lee
Reading and Writing Literary Genres.
PUB DATE- 00
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; *Childrens Literature; Class Activities; Elementary Education; Fables; Fantasy; Fiction; *Literary Genres; *Reading Processes; Reading Writing Relationship; *Story Grammar; *Writing Processes
IDENTIFIERS- Folktales; *Meaning Construction; Mysteries

Your Child"; "Don't Forget Writing"; "Show Off Your Love of Reading"; "Control the Television"; Take a Trip to the Library"; "Talk to the Teacher"; "Summer Time Is Reading Time"; and "A Parent's Job Is Never Done." (Contains lists of 18 books for children ages 4 to 8, 6 books for older children, 3 magazines for children, 4 Internet resources for children, and 10 resources for parents.) (RS)

ED 437 644 CS 013 857

"Books Are Cool!" Keeping Your Middle School Student Reading.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Middle School Students; Middle Schools; *Parent Student Relationship; *Reading Interests; *Reading Material Selection; *Reading Motivation; Time Management

Suggesting there are ways to make reading and writing more attractive to middle school students, this booklet offers strategies for parents to use to help their students keep reading. Sections of the booklet are: "Why Should I Encourage My Middle School Student To Read for Fun?"; "'You Don't Care What I Like': Listening, Talking, and Sharing"; "'I Have No Time!': Helping Your Child Prioritize"; "'There's Nothing Good To Read': Helping Your Child Find Materials"; and "'Maybe Reading Isn't So Bad.'" (Contains lists of 13 books for children ages 10 to 14, 4 popular book series for children ages 10 to 14, 3 magazines for children ages 10 to 14, 4 Internet resources for children, 11 resources for parents, and 7 parent publications published by the International Reading Association.) (RS)

ED 437 645 CS 013 858

Parents, Teens, and Reading: A Winning Combination.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; High Schools; *Literature Appreciation; *Parent Student Relationship; *Reading Habits; *Reading Interests; Technology

Noting that surveys show that teens still value their parents' opinions, this booklet contains many helpful suggestions designed to get parents and their teens reading and talking together. Sections of the booklet are: "Where To Begin? Know Your Teen"; "How Can I Get My Teen To Read?"; "Give Your Teen Reasons To Read"; "Teens, Technology, and Reading"; and "Reading: One More Step toward Adulthood." (Contains lists of 16 recommended young adult books, 3 magazines for teens, 5 Internet resources for teens, 8 resources for parents, and 6 parent publications published by the International Reading Association.) (RS)

ED 437 646 CS 013 859

Rationales for Challenged Books. CD-ROM .
PUB DATE- 98
NOTE- 0p.; Prepared in partnership with the International Reading Association. Version 1.0.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Adolescent Literature; *Censorship; *Childrens Literature; Elementary Secondary Education; Films; Optical Disks; Reading Material Selection

This CD-ROM presents a collection of over 200 rationales for over 170 works (mainly novels but a few films) for use by teachers combating censorship. Some rationales on the disc are from published sources; others are student papers. Although the materials in the collection range from kindergarten through grade 12, the emphasis is on the middle school and senior high levels. While the rationales are not all alike in content or format, they frequently include information about the intended audience for a work; a brief plot summary; potential objections to the work and advice on how to address such objections; and lists of reviews of the work and awards, if any, it has received. Rationales cover titles such as "The Adventures of Huckleberry Finn," "Black Boy," "The Catcher in the Rye," "The Giver," "Heather Has Two Mommies," "Lord of the Flies," "Of Mice and Men," "The Scarlet Letter," and "The Year Without Michael." (RS)

ED 437 667 CS 216 988

Schon, Isabel; Berkin, Sarah Corona
Introduccion a la literatura infantil y juvenil (Introduction to Children's and Youth Literature).
PUB DATE- 96
NOTE- 190p.
LANGUAGE- Spanish
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Characterization; *Childrens Literature; Elementary Secondary Education; Fantasy; Learning Activities; Picture Books; Poetry; Realism
IDENTIFIERS- Historical Novels

Written for parents, teachers, librarians and other people interested in books for children and adolescents, this book is an introduction to the world of children's and adolescent literature in Spanish. It contains 12 chapters that discuss the importance of literature in children's development as well as the great variety of books in Spanish available to children: (1) The Significance of Literature; (2) Characters and Plot; (3) Subject and Surroundings; (4) Point of View, Style and Tone; (5) Illustrated Books; (6) Traditional Literature; (7) Fantasy; (8) Poetry; (9) Realism; (10) Historical Novels; (11) Translations; and (12) The Book of Knowledge. Each chapter includes an extensive bibliography for each age or level of reading. Each chapter also includes recommendations and suggestions of activities to induce the understanding and the appreciation of these works in adults, children and

Practices; *Third Person Effect

Fifteen years ago, W. Davison introduced the third-person effect hypothesis, that individuals believe they are less influenced than others by media messages. Although third-person effect is a perceptual bias, Davison believed that individuals act on such misperceptions. Few studies since have tested the behavioral aspect of the third-person effect. In addition, previous studies reporting differences in third-person effect due to message type (i.e. Public Service Announcements (PSAs) vs. advertisements) were controlled to isolate the effects of message type from content and context. The current study sought (1) to document third-person effect among minority "at-risk" youth within the context of safer sex messages; (2) to determine the differences in third-person effects (if any) between PSAs and advertisements with similar content; and (3) to determine the link (if any) between third-person effect and risky sexual behaviors among youth. Subjects were 177 adolescents ranging in age from 8 to 17 enrolled in programs servicing "at-risk" youth in urban New Jersey. Findings indicate that third-person effect is an appropriate framework for understanding how "at-risk" youth perceive safer sex campaigns. The study also confirms the behavioral aspect of third-person effect by linking it with sexual risk behaviors. No difference in third-person effect was found as a result of different message types. Contains 25 references. (Author/RS)

ED 437 689   CS 510 214

Chapin, John
Understanding College Students' Sex Risk Perception: A Health Communication Perspective.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *At Risk Persons; *College Students; Health Promotion; Higher Education; *Risk; Sex Differences; *Sexuality; *Student Attitudes
IDENTIFIERS- Health Communication; Sexually Transmitted Diseases

A study examined why college students take sexual risks and documents the existence of optimistic bias, which suggests that individuals underestimate their personal risk to health hazards in relation to their peers. Subjects, 318 students enrolled in an introductory course in mass communication at a large east coast university, completed an anonymous survey instrument. Results indicated that (1) college students underestimate their personal risk compare to their peers; (2) this optimistic bias is especially high for sexual risks; (3) there was no relationship between optimistic bias and age or grade point average; and (4) males exhibited more bias than females. Findings suggest that the practice of safer sex is better predicted by perception than by actual risk, and that university health centers should consider all students "at-risk" of unplanned pregnancies, sexually transmitted diseases, and HIV/AIDS. Additional research is needed to clarify the influence of other variables on optimistic bias and the extent to which it can be modified by personal risk messages. Contains 43 references. (RS)

ED 437 690   CS 510 215

events, as well as text and artifacts collected over a three year period. A total of eight urban elementary charter and professional development schools in Michigan were studied. The purpose of the study is to show that there is just as much variation within as well as between the teaching community. The findings conclude that while the researchers expected to see similarities and contrast between PDS and charter schools, a pattern was not found. Suggestions for developing and sustaining a framework for investigating charters and PDSs, opportunities for staff development, faculty stability and hiring procedures, supervision and leadership, and faculty commitment to a vision/design are all explored. Future uses of this framework are outlined. (Contains 27 references.) (AA)

ED 437 710 EA 029 951

Hanushek, Eric A.; Kain, John F.; Rivkin, Steven G.
Do Higher Salaries Buy Better Teachers?
PUB DATE- 99
NOTE- 57p.; Paper presented at the Annual Meeting of the American Economic Association (New York, NY, January 3-5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compensation (Remuneration); *Educational Quality; Elementary Secondary Education; Professional Recognition; Teacher Competencies; *Teacher Effectiveness; *Teacher Salaries; *Teachers

This paper draws on the matched panel data of the UTD Texas School Project to investigate how shifts in salary schedules affect the composition of teachers within a district. When trying to estimate the true relationship between teacher quality and salaries, four methodological problems typically intervene: measuring teacher quality; distinguishing between shifts in salary schedules and movements along a given schedule; determining how the recent history of pay levels, combined with current pay, influences the composition of teachers; and discerning the existence of compensating differentials for different working conditions, which complicates the interpretation of observed salary differentials across districts and states. The panel data permit separation of shifts in salary schedules from movement along given schedules, and, thus, the analysis is more closely related to existing policy proposals. In analyses both of teacher mobility and of student performance, teacher salaries were shown to have a modest impact. Teacher mobility was more affected by characteristics of the students (income, race, and achievement) than by salary schedules. Salaries were also weakly related to performance on teacher certification tests--appearing to be relevant only in districts doing high levels of hiring. The only significant relationship between salaries and student achievement held (implausibly) for existing experienced teachers but not for new hires or for probationary teachers. (Contains 54 references.) (RJM)

ED 437 711 EA 029 959

An International Comparative Study of School Curriculum.
PUB DATE- 99
NOTE- 533p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

Furthermore, the honorees can interact with students, thus serving as inspirational role models. (RJM)

ED 437 730 EA 030 211

Kealey, Robert J., Ed.
American Catholic Schools for the 21st Century: Reflections on the Future of American Catholic Elementary Schools. Volume 3.
PUB DATE- 99
NOTE- 63p.; For Volume 1, see ED 410 672; for Volume 2, see ED 430 313.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Educational Objectives; *Educational Philosophy; Elementary Education; Elementary Schools; Middle Schools; Opinion Papers; Religious Education; *School Role; Strategic Planning

This book is the third volume in a series that challenges all Catholic educators to create a dialogue on the future of Catholic elementary/middle schools. The volume's 18 essays were written by members of the 1998 National Catholic Elementary/Middle School Principals Academy. Some of these brief chapters provide a vision of what a Catholic school should be like in the 21st century. Other essays describe a process that the authors' implemented to revitalize their schools or to introduce a new program. Some of the topics addressed in the book include the interparish school concept and fund raising, challenges facing Catholic school educators, Catholicity, a Catholic school graduate, tackling a curriculum guide for the 21st century, looking to the past to determine the future of Catholic schools, Catholic elementary schools in 2010, a vision of the Catholic school for the 21st century, the revitalization of schools, helping each other, serving the needs of early adolescents in a K-8 Catholic school, and parental involvement. It is hoped that through sharing these ideas and programs educators will find the ideas helpful in planning an effective educational program. The essays include: (1) "The Interparish School Concept: A Creative Approach to Funding" (Elaine Baumgartner); (2) "Are Catholic Schools Providing Just Wages for Teachers?" (Pamela Byrd); (3) "Tackling a Curriculum Guide for the 21st Century" (Barbara E. Leek); (4) "Our Catholic Elementary Schools in 2010" (Thomas McKenna); and (5) "A Secret to Success: Parental Involvement" (Anita J. Westerhaus). (RJM)

ED 437 731 EA 030 212

McDonald, Dale, Ed.
Partners for Justice: Catholic Schools and School Choice. Proceedings of the NCEA Symposium (Washington, D.C., February 4-7, 1999).
SPONS. AGENCY- Lynde and Harry Bradley Foundation, Milwaukee, WI.
PUB DATE- 99
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Conferences; Educational Policy; Elementary Secondary Education; Religious Education; *School Choice; Strategic Planning
IDENTIFIERS- National Catholic Educational Association

This book presents the proceedings of a symposium sponsored by the National Catholic Educational Association (NCEA). One-

Educational Practices; Elementary Secondary Education; Family Programs; Higher Education; Information Dissemination; Inservice Education; Multiple Disabilities; *Outreach Programs; *Parent Education; Preservice Teacher Education; *Professional Development; Program Evaluation; Systems Approach; *Technical Assistance
IDENTIFIERS- *Arkansas

This final report describes accomplishments and activities of a four-year federally funded project in Arkansas to provide technical services to families and service providers of children with deaf-blindness. Project activities have included inservice and pre-service training for educators and other service providers, training for families, onsite consultation to educational and treatment facilities, home visits, information dissemination, and systems change through collaboration with other agencies and organizations. In-service and pre-service training focused on the following areas: early identification, early intervention, transition, best educational practices (including inclusion), incidence and characteristics, functional curriculum (including modifications and adaptations), parental rights and responsibilities, and communication. Project effectiveness was evaluated by: the number of children identified with deaf blindness, consumer satisfaction surveys completed by parents, number of professionals and others who have received information on deaf-blindness, and measured increases in the knowledge and skills of the professionals who received training. The bulk of the document consists of an appendix comprised of project materials including brochures, a resource library list, identification materials, surveys, training materials, meeting agendas, technical assistance forms, and newsletters. (DB)

ED 437 749 EC 307 597

Dell, Susan J.
Rhode Island Project for Children Who Are Deaf-Blind, 1995-1999. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Consultation Programs; *Deaf Blind; Disability Identification; Educational Practices; Elementary Secondary Education; Evaluation Methods; Family Programs; Higher Education; Inclusive Schools; Inservice Education; Multiple Disabilities; *Outreach Programs; Preservice Teacher Education; Professional Development; *Technical Assistance
IDENTIFIERS- Functional Assessment; *Rhode Island

This final report describes accomplishments and activities of a four-year federally funded Rhode Island project for children who are deaf blind. Major accomplishments included: (1) parents (of 65 identified individuals) received greater access to an increased number and variety of support resources; (2) professionals linked to individuals with deaf blindness increased their competencies through technical assistance and consultation services provided to over 25 school districts and via more than 20 graduate and undergraduate courses; (3) children with deaf-blindness increased their access to general education (doubling from 10 percent to 20 percent) and

Digest #E586.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; *Cognitive Processes; *Curriculum Design; Curriculum Development; *Disabilities; Educational Strategies; Elementary Secondary Education; *Inclusive Schools; Student Motivation; Teaching Methods
IDENTIFIERS- ERIC Digests; Individuals with Disabilities Education Act; *Universal Design

This digest discusses the Individuals with Disabilities Education Act requirements which state that all students, regardless of their abilities, be given the opportunity to become involved with and progress in the general education curriculum. It describes how educators can use a curriculum that has been universally designed to ensure accessibility. Essential features of universal design for learning are discussed, including: (1) the curriculum provides multiple means of representation, allowing subject matter to be presented in alternative modes for students who learn best from visual or auditory information, or for those who need differing levels of complexity; (2) the curriculum provides multiple means of expression to allow students to respond with their preferred means of control; and (3) the curriculum provides multiple means of engagement that allow students' interests in learning to be matched with the mode of presentation and their preferred means of expression. The digest warns against "dumbing down" the curriculum, and urges teachers to maintain the curriculum at a sufficient level of difficulty to allow student progress. Support for a universal design curriculum is discussed, and groups who are working on universal design issues are identified. (CR)

ED 437 768 EC 307 616

Vine, Frances Louise
Self-Esteem within Children, Adolescents, and Adults Diagnosed with Attention-Deficit Hyperactivity Disorder: A Review of the Literature.
PUB DATE- 99
NOTE- 96p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Adults; *Attention Deficit Disorders; *Child Rearing; Children; Individual Characteristics; Multiple Disabilities; *Parent Attitudes; *Parent Child Relationship; Parenting Skills; Personality Traits; *Self Concept; *Self Esteem

This literature review addresses the question of whether or not children, adolescents, and adults with Attention Deficit Hyperactivity Disorder (ADHD) and the parents of those with ADHD have lowered self-esteem when compared to children, adolescents, and adults without ADHD and the parents of children without ADHD. The research is inconclusive on the self-esteem of children, with more research needed in this area. Adolescents and adults with ADHD, however, were found to have additives to be tested. Appendices include further information on sugar and ADHD, diet and behavior, diet and ADHD, and food sensitivity. A guide for parents is included. (Contains 136 references.) (CR)

ED 437 786 EC 307 634

Cannon, Michael, Ed.
Tempo, 1999.
PUB DATE- 99
NOTE- 147p.; Some pages are dark and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; *Creativity; Cultural Differences; Elementary Secondary Education; *Gifted; *Hispanic Americans; Language Minorities; Magnet Schools; Mathematics Education; Minority Group Children; Preschool Education; Residential Schools; Science Education; *Special Programs; Special Schools; Student Development; Talent; *Talent Development; Young Children
IDENTIFIERS- *International Baccalaureate; Texas

This document consists of the four issues of "Tempo," the newsletter of the Texas Association for the Gifted and Talented (TAGT), published during 1999. Each issue focuses on a specific theme, including distinguished achievement programs, Hispanic issues in gifted education, creativity, and gifted children in the new millennium. Articles include: "Distinguished Achievement Programs: What Does Research Say?" (Susan Johnsen); Depth and Complexity at the Secondary Level" (Evelyn Hiatt); "Whiz Kids: The Texas Academy of Mathematics and Science" (Nancy Kolsti); "Creating Nations, Learning Diplomacy" (Todd Martin); "G/T Seminars: Enrichment, Extensions, Networking" (Cynthia Specia Shade); "Independent Boarding Schools: An Educational Alternative" (Patsy Kumekawa); "SAEGAR Workshop: Advanced Language Arts & Reading for Junior High" (Gayle Roome and Donna Cole); "The WAVE that's Changing the Tide: An Intermediate Magnet Program" (Candace Silcott and Melinda Wycoff); and "Reaping the Benefits of International Baccalaureate" (Lynn Crawford and Karen Phillips); "TEACHING Up to the Needs of the Gifted English Language Learners" (Sandra Kaplan); "Early Entry College Experiences from the Perspective of Gifted Hispanic Students" (Donna Fleming and others); "Maximizing High Potential in Hispanic Students" (Dorothy Sisk); "A Different Approach to Creativity Enhancement" (Jane Piirto); "The Complexity of Creativity" (Shirley Porter); "Using CPAM--The Creative Product Analysis Matrix" (Mary Nied Phillips); "What the Research Says about Creativity" (Susan Johnsen); "Successful Intelligence and the Gifted" (Robert J. Sternberg); "The Role of Authentic Learning in Developing Gifts and Talents: A How-To Guide" (Joseph S. Renzulli); "Toward the Next Generation of Programming for Talent Development (Donald J. Treffinger and others); "Creative Ways To Identify Young Gifted Children" (Joan Franklin Smutny); "Looking for Needles in a Haystack: Disadvantaged Gifted" (Mary Caubel and others); and "Researchers' Reflections on the Field of Gifted Education: Issues for the New Millennium" (Susan Johnsen). (Articles contain references.) (CR)

ED 437 787 EC 307 635

Speakers examined the new urban school and presented case studies as examples of new school designs that allow unique experiential learning opportunities for students. The conference explored how architects can lead in the managing and organizing tasks of urban school design projects; and examined the teaming of architects with educators, administrators, and politicians in developing prototype facilities. The speakers discussed the historical issues surrounding public schools; review ideas on assessing educational facilities to help balance the ideals with the monetary realities; and present ideas on collaborative efforts across sectors to solve urban school problems. Concluding comments explore the building of community consensus on school infrastructure repair, methods for tapping into the multifaceted roles of architects, and creative financial strategies. Contains a list of conference speakers. (GR)

ED 437 805 EF 005 427

Energy Conscious Design: Educational Facilities. Brief No. 1.
PUB DATE- 83
NOTE- 27p.; Prepared by the American Institute of Architects National Committee on Architecture for Education. One of a series of briefs addressing ways and means of reducing costs in the design and delivery of educational facilities. For other briefs in this series, see ED 309 537-538 and EF 005 458.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Climate Control; *Educational Environment; *Educational Facilities Design; Elementary Secondary Education; *Energy Conservation; *Energy Management; Public Schools

An energy task group of the American Institute of Architects discusses design features and options that educational facility designers can use to create an energy efficient school building. Design elements cover the building envelope, energy storage system, hydronic heating/cooling systems, solar energy collection, building orientation and shape, on-site well with heat pump system, and waste water heat reclamation system. Additional considerations examine design temperature adjustments and natural ventilation such as use of wide band thermostats, lighting reduction, unoccupied space shutoff, and skylights. Final comments address central monitoring equipment, use of double doors on main entrances, the benefits of underground buildings, use of wind generation to facility power needs, low temperature room placement on the building's cold side to conserve heating needs, flow restrictors on water sources, greenhouse use, and the use of extract-air windows. (GR)

ED 437 806 EF 005 458

Morton, James E.
Telematics and Electronic Communication and Their Effect on Educational Space. Brief No. 3.
PUB DATE- 86
NOTE- 17p.; One of a series of brief prepared by the American Institute of National Committee on Architecture for Education addressing ways and means of reducing costs in the design and delivery of educational facilities. For other briefs in this series, see ED 309 537-538 and EF 005 427.

ED 437 829 FL 025 819

Francais. Programme d'etudes par annee scolaire. Francais langue premiere. Premiere annee (French. Program of Study by School Year. French as a Native Language. First Year).
PUB DATE- 99
NOTE- 66p.; For the program of study for the second and third years, see FL 025 820-821.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Classroom Techniques; Course Content; Cultural Context; *Cultural Education; Curriculum Design; Ethnicity; Foreign Countries; *French; Interpersonal Communication; *Language Skills; Listening Comprehension; *Native Language Instruction; Native Speakers; Oral Language; Personal Autonomy; Primary Education; Reading Instruction; Reading Skills; Speech Skills; *State Standards; Student Evaluation; Writing Instruction; Writing Skills
IDENTIFIERS- Alberta; *Francophone Education (Canada); *Non European Francophone Areas

The report, entirely in French, describes Alberta's curriculum for first-year French native language instruction. An introductory section offers background information on the curriculum's design, links between the core curriculum and French native language instruction, underlying principles of language instruction, the curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (culture and identity, oral communication, reading, and writing). Appended materials include notes on French language teaching techniques, a discussion of French instruction within the francophone context in Alberta, and an overview of integration of instructional materials at the early elementary level. (Contains 15 references.) (MSE)

ED 437 830 FL 025 820

Francais. Programme d'etudes par annee scolaire. Francais langue premiere. Deuxieme annee (French. Program of Study by School Year. French as a Native Language. Second Year).
PUB DATE- 99
NOTE- 74p.; For the program of study for the first and third years, see FL 025 819-821.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Classroom Techniques; Course Content; Cultural Context; *Cultural Education; Curriculum Design; Ethnicity; Foreign Countries; *French; Interpersonal Communication; *Language Skills; Listening Comprehension; *Native Language Instruction; Native Speakers; Oral Language; Personal Autonomy; Primary Education; Reading Instruction; Reading Skills; Speech Skills; *State Standards; Student Evaluation; Writing

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; Instructional Materials; Second Language Instruction; Second Language Learning; Teaching Methods; Worksheets

This article proposes several cooperative learning (CL) techniques as a way of increasing the effectiveness of group work in university-level English-as-a Second-Language (ESL) courses. Group work, at its most basic level, can be defined as students working together in a group small enough so that everyone has the opportunity to participate in a task that has been clearly assigned. Groups should be self-directed, as this is necessary for students to achieve their full potential. Group work has been demonstrated to be far less effective than it should be in many cases. The reasons for this include the following: a lack of focus and unclear goals for the group work task; the assignment of tasks that can be done more efficiently by individuals; a lack of clearly defined roles for task group members; and, most importantly, students simply do not know how to work effectively in groups. They stress the importance of teaching students how to be an effective group leader, understanding the importance of being a leader in terms of group dynamics, and how to compromise with one another in order to accomplish the assigned task effectively and efficiently. Contains 13 references and a seven-part appendix with cooperative training exercise worksheets.) (KFT)

ED 437 850 FL 026 126

Smith, Ann F. V.
Generating Ideas Cooperatively in Writing Class: Prewriting Activities for Junior College Students.
PUB DATE- 99
NOTE- 9p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Classroom Techniques; *Communicative Competence (Languages); *Cooperative Learning; Educational Games; *English (Second Language); *Experiential Learning; Grouping (Instructional Purposes); Peer Relationship; Second Language Instruction; Second Language Learning; Teaching Methods; Two Year College Students; Two Year Colleges; Writing (Composition); Writing Exercises; Writing Instruction; *Writing Strategies

Communicative language teaching (CLT) is compatible with cooperative learning as both promote interaction through peer exchange. Cooperative education can take group work one step further and should therefore be incorporated into English-as-a-foreign-language (EFL) writing classrooms. In English writing classes in a Japanese junior college, formal and informal types of group work were employed. Students first wrote on a theme for a real purpose--an essay, letter, poster, or article--which is then shared with classmates. Second, the tasks followed recognized cooperative task strategies, such as three-step interview, think-pair-share, roundtable, blackboard share. Through cooperative learning (CL), the teacher carefully plans a theme-based task which takes group work one step further into

Antonio, TX, November 18-21, 1999) as part of the International Forum.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Institutions; Foreign Countries; Government School Relationship; Higher Education; Institutional Autonomy; Institutional Mission; *Institutional Survival; *Politics of Education; *Private Colleges; Privatization
IDENTIFIERS- *ASHE Annual Meeting; *Uruguay

In Latin America private universities are a recent phenomenon; Uruguay began its experiment with privatization only 15 years ago. This study explores several factors which have impeded formation of private universities by analyzing the "failures" of three institutions. The theoretical framework of the study is based on work by D.C. Levy (1986), who cited five necessary conditions for privatization of universities in Latin America: freedom, choice, equity, effectiveness, and usefulness to the state. The first institution cited, the Centro de Estudios Universitarios, formed by Christian missionaries in 1993, lacked institutional autonomy and was denied official recognition. The university failed when it lost faculty through missionary reassignment and was unable to attract students because of government impediments to advertising. The second institution, the University of Maryland-Montevideo, operated from 1992-98. Its failure resulted from a poorly designed academic calendar, high student costs, and the requirement that students had to be proficient in English. The third institution, the Instituto de Economia de Montevideo, which provided postsecondary training for economists and bankers from 1990-98, fulfilled none of the conditions cited by Levy; however when other institutions began to copy its offerings, its survival was threatened. It continues to teach economics courses, but has become part of a nonprofit foundation. (Contains 12 references.) (CH)

ED 437 871 HE 032 703

Bray, Nathaniel J.
Social Control of Administrative Impropriety: An Analysis of College and University Administrators. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; Administrator Role; Behavior Standards; *Codes of Ethics; *College Administration; Conflict Resolution; Discipline; Higher Education; Power Structure; Punishment; *Sanctions; *Social Control; Standards
IDENTIFIERS- *ASHE Annual Meeting

Calls for greater accountability in higher education have prompted responses from most faculty and administrators that self-regulation is the answer. This paper takes a quantitative approach to examining how administrative behavior is regulated, applying a social control perspective to the issues of sanctioning, detecting, and deterring deviance. A cross-sectional analysis of reported cases of wrongdoing in the "Chronicle of Higher Education" for 1986-87 and 1996-97

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Educational Change; Educational Improvement; *Educational Policy; Elementary Secondary Education; *Excellence in Education; Higher Education; Instructional Effectiveness; Partnerships in Education; *Performance Based Assessment; Postsecondary Education; State Programs; State Standards
IDENTIFIERS- Education Commission of the States

Changes in public education are well under way, with a shift from emphasis on resources and processes to an emphasis on results, from reliance on anecdote to demands for evidence, from rules for compliance to expectations for performance. There is also recognition that economic status and quality of life are tied to the level of education attained by each individual. To support the education policy work of state leaders in breaking through to high performance, the Education Commission of the States (ECS) has set its agenda for 1999 and beyond, setting forth three goals: every child in a good school, a good teacher in every classroom, and educational opportunities for every adult throughout their career and lifetime. The ECS priorities are to: (1) promote needed and positive transformation in public postsecondary education systems, with an emphasis on state policy and strategies; (2) promote the scale-up of effective K-12 education reforms; (3) initiate and support efforts to strengthen the connections between K-12 and postsecondary education; (4) promote breakthroughs to high performance in the education system, pre-K through postsecondary. Appended is a list of ECS Policy and Priorities Committee members. (RH)

ED 437 891 HE 032 764

Johnson, Thomas Allen
The Effects of Higher Education/Military Service on Achievement Levels of Police Academy Cadets.
PUB DATE- 98
NOTE- 166p.; Ed.D. Dissertation, Texas Southern University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Achievement Rating; Achievement Tests; City Government; Educational Research; *Higher Education; Licensing Examinations (Professions); *Military Service; Occupational Tests; Performance Factors; *Police Education; Predictor Variables; Role of Education; Statistical Analysis; Student Characteristics; Veterans
IDENTIFIERS- *Police Science; *Texas (Houston)

This study compared levels of achievement of three groups of Houston (Texas) police academy cadets: those with no military service but with 60 or more college credit hours, those with military service and 0 hours of college credit, and those with military service and 1 to 59 hours of college credit. Prior to 1991, police cadets in Houston were required to have a minimum of 60 hours of college credit; however, following the Gulf War, an ordinance exempted military personnel from the 60-hour requirement. The study design was a one-way analysis of variance, with a five-year stratified sample of n=273 participants. Achievement levels were determined by scores on a reading comprehension test, a state licensing test, and a Civil Service examination, as well as by academic average, driving

Web
IDENTIFIERS- *Educational Information; Search Engines; Technology Role; *Web Sites

This guide to searching the Internet, designed for educators at all levels, begins with a section that discusses reasons for using new technologies. The second section is an introduction to the Internet that provides activities for determining if an Internet site meets its objective, the site's relevance to what is being taught, the educator's attitude and security in an online environment, and the educator's comfort level with technology; student attitudes toward technology and the role of information technology are also addressed. Accessing information is addressed in the next section, including information overload, gateways in education, the information gateway, managing the information, key problem-solving skills, semantic fields, Boolean searching, and directories and search engines. The fourth section suggests a World Wide Web tutorial on searching the Internet, followed by a section that presents criteria for evaluating a Web site. The final section lists educational Web sites in the following areas: art and the arts, language arts, health and physical education, information technology, foreign languages, mathematics, performance arts, science, social studies, and technology education. (MES)

ED 437 912 IR 019 872

Lin, Sunny S. J.; Tsai, Chin-Chung
Internet Addiction among High Schoolers in Taiwan.
SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; Foreign Countries; High School Students; High Schools; *Information Utilization; *Internet; Interpersonal Relationship; Measurement Techniques; *Measures (Individuals); Problems; *Test Construction; Test Reliability; Test Validity; Use Studies; *Users (Information)
IDENTIFIERS- *Addictive Behavior; Chat Rooms; Taiwan; Technology Utilization

The purpose of this study was to develop a reliable and valid measurement for the identification of Internet addictive high school students. There were 615 subjects selected by a stratified sampling from the population of Taiwanese 10th to 12th graders. The final version of the Internet Addiction Scale for Taiwan High Schoolers (IAST) contained 20 items that were grouped into five factors: (1) Compulsive Use/Withdrawal; (2) Tolerance; (3) Related Problems: Resource Management; (4) Related Problems: Family/Health/Learning; and (5) Negation. The reliability of the scale as a whole and the subscales was satisfactory. Total scores of IAST demonstrated a normal distribution. Addicts classified by IAST showed a heavier usage in more Internet applications and perceived more negative influence of Internet toward their life than the addicts identified by a previous study and the non-addicts. The usage of the Internet negatively influenced life routines, health, parental relationship, and school achievement of the addicts. However, their teacher and peer relations were enhanced by the Internet use. The three most frequently-used Internet applications of the addicts were: the World Wide Web (5.79

ED 437 931 IR 019 949

K-8 Science and Mathematics Education. The ERIC Review.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 80p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academically Gifted; Annotated Bibliographies; Calculators; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Homework; Mathematics Achievement; *Mathematics Education; Minority Groups; National Standards; Organizations (Groups); *Science Education; Search Strategies; Special Needs Students; Subject Index Terms; Track System (Education)
IDENTIFIERS- ERIC; Web Sites

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme. This issue focuses on science and mathematics education for students in grades K-8. Articles include: "The New Three R's: The Importance of Science and Mathematics Education" (Steven J. Rakow); "When Should Children First Learn about...? (David L. Haury); "How Can I Help My Child Become More Interested in Science?" (David L. Haury and Linda A. Milbourne); "How Can I Help My Child Become More Interested in Math?" (David L. Haury and Linda A. Milbourne); "Why Is Homework Important?" (Linda A. Milbourne and David L. Haury); "Should Children Be Tracked in Math or Science?" (David L. Haury and Linda A. Milbourne); "Calculators in the Classroom: Is the Jury Still out?" (Jeffrey P. Smith); "How Can I Find out More about Science Fairs and Math Competitions?" (Wendy Sherman McCann); "A Parent's Guide to Student Performance in Science and Mathematics" (David L. Haury); "National Math and Science Standards: A Primer for Parents" (Wendy Sherman McCann and S. Asli Ozgun-Koca); "A Comparison of Math and Science Education Here and Abroad" (S. Asli Ozgun-Koca and Wendy Sherman-McCann); "Best Practices in Science Education" (Judith Sulkes Ridgeway, Lynda Titterington, and Wendy Sherman McCann); "Promising Practices in Mathematics Education" (Terese A. Herrera and S. Asli Ozgun-Koca); "Minorities in Science and Mathematics: A Challenge for Change" (Julia V. Clark); "Science and Mathematics Classes for Children with Special Needs" (Wendy Sherman McCann); "Mathematics Education for Gifted and Talented Children" (David L. Haury); "Science Education for Gifted and Talented Children" (Joyce VanTassel-Baska); "Addressing the Needs of English Language Learners in Science and Math Classrooms" (Cathleen McCargo); "Federal Support for Science and Mathematics Education" (Kevin Mitchell); "Math and Science Resource Organizations" (Linda A. Milbourne); "Books an annotated list " (Niqui Beckrum); "Journals and Newsletters an annotated list " (Linda A. Milbourne and Susan Eshbaugh); "Internet Resources" (David L. Haury and Linda A. Milbourne); "Searching the ERIC Database on Science and Mathematics Topics" (Niqui Beckrum); and "Putting it All Together: An Action Plan" (Linda A. Milbourne, David L. Haury, and Susan Eshbaugh). (MES)

ED 437 932 IR 020 101

Sutton, Stuart A.
The ERIC Database and Its Technical Processes: Entering the 21st

Cooperation; Nonprofit Organizations; *Policy Formation; Program Descriptions; *State Government; Statewide Planning
IDENTIFIERS- Electronic Commerce; *New York

This annual report of the New York State Forum for Information Resource Management begins with a section that summarizes key activities for 1998-99, including partnerships with other organizations, sessions on the use of information in government and information security, programs on the challenges of electronic commerce for government, contingency planning for Y2K, workforce planning in New York State government, tracking information management developments related to welfare reform, development of information technology standards for the state, other policy related work, and networking among various professional organizations and individuals. The second section examines the following six priorities and related objectives for the coming year: (1) identify the business value of information technology; (2) support electronic commerce development; (3) promote local and state information professional cooperation and information exchange; (4) research emerging information policy, management, and technology trends; (5) provide and promote ongoing IRM (Information Resource Management) education; and (6) facilitate professional networking. Lists of constituent agencies and executive committee members are included. (MES)

ED 437 952 IR 057 581

Blazek, Dan
Collection Development Policy: Government Information.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; Access to Information; *Depository Libraries; Federal Government; *Government Publications; Guidelines; Higher Education; International Organizations; *Library Collection Development; Library Collections; *Library Material Selection; Library Policy; Public Agencies; State Government
IDENTIFIERS- Florida; University of Miami FL

Intended as a general guideline for selecting government documents at the University of Miami (Florida) Otto G. Richter Library, this collection development policy includes the following sections: (1) Introduction; (2) Mission Statement; (3) Selection Responsibility; (4) Subject Areas, Collection Intensity Levels and Collection Arrangement, including application of the RLG (Research Libraries Group) Conspectus collection intensity levels to Florida, U.S., and international government organization documents, as well as to types of documents selected; (5) Formats; (6) Selection Tools, Non-Depository Items, Retrospective Sources; (7) Resource Sharing; (8) Collection Evaluation; (9) Weeding and Maintenance; and (10) Access, including physical access, subject access, assistance, promotion, and right of access and circulation. Appendices include a description of regional and institutional backgrounds, a list of academic programs at the University of Miami, a list of government agencies arranged by University of Miami academic discipline and community interest, selection intensity levels for U.S. agencies, selection intensity levels for international governmental organizations, and a memorandum types of users reached, questions received, policies established, data-gathering techniques utilized, and innovations implemented. The first section of the kit provides an executive summary, a copy of the tabulated results from the questionnaire, and a list of responding institutions. Representative documents include: electronic reference World Wide Web sites from the University of Arizona, Brown University (Rhode Island), University of California-Irvine, Case Western Reserve University (Ohio), University of Colorado, University of Connecticut, Dartmouth College (New Hampshire), Indiana University, University of Maryland, Massachusetts Institute of Technology, University of Miami (Florida), University of Michigan, Michigan State University, University of New Mexico, University of Pennsylvania, Temple University (New Jersey), Yale University (Connecticut), and York University (Canada); and electronic reference policies, reports, and statistics from Columbia University (New York), the University of North Carolina, the University of Waterloo (Canada), and Yale University. Contains selected resources, including books, journal articles, Web sites, and listservs. (MES)

ED 437 972 IR 057 623

Jiao, Qun G.; Onwuegbuzie, Anthony J.
I'll Go to the Library Tomorrow: The Role of Procrastination in Library Anxiety.
PUB DATE- 99
NOTE- 25p.; For a related paper on library anxiety, see IR 057 624. Paper presented at the Annual Meeting of the Mid-South Education Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *College Libraries; Correlation; Graduate Students; Graduate Study; Higher Education; Measures (Individuals); *Student Attitudes; Student Surveys; Users (Information)
IDENTIFIERS- *Library Anxiety; Library Attitudes; *Procrastination

This study investigated the relationship between academic procrastination and library anxiety at the graduate level. Participants were 135 graduate students enrolled in 3 sections of a required introductory-level educational research course at a Southeastern university. Participants were administered the Library Anxiety Scale (LAS) and the Procrastination Assessment Scale-Students (PASS). Findings revealed that overall academic procrastination was significantly related to the following dimensions of library anxiety: affective barriers, comfort with the library, and mechanical barriers. A canonical correlation analysis revealed that academic procrastination resulting from both fear of failure and task aversiveness was related significantly to barriers with staff, affective barriers, comfort with the library, and knowledge of the library. Implications for library anxiety reduction as a procrastination intervention are discussed. (Contains 44 references.) (MES)

ED 437 973 IR 057 624

Jiao, Qun G.; Onwuegbuzie, Anthony J.
Library Anxiety among International Students.
PUB DATE- 99
NOTE- 10p.; For a related paper on library anxiety, see IR 057 623. Paper presented at the Annual Meeting of the Mid-South

questionnaire and responses to rating items are given as averages. Reponses varied from 1, very dissatisfied, to 4, very satisfied. Students were also asked to give their grade point average. The overall findings indicate that the average overall rating of instructors and instruction is 3.7. Five additional items relating to the instructor were rated 3.6. A rating of 3.6 was given as an average response to the question regarding the availability of faculty outside of class. The learning and physical environment yielded the lowest averages at 3.3. Included in this document are copies of the actual surveys with response counts, averages and standard deviation figures for both the overall results as well as results given department by department. (AF)

ED 437 993 JC 000 128

Horry-Georgetown Technical College Employee Satisfaction Survey Report, Spring 1999.
PUB DATE- 99
NOTE- 26p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Employee Attitudes; *Employees; Evaluation Methods; *Job Satisfaction; Measures (Individuals); *Participant Satisfaction; Personnel Evaluation; Surveys; Tables (Data); Technical Institutes; Two Year Colleges
IDENTIFIERS- *South Carolina

This document presents the results, in tabular form, of the employee satisfaction survey of 13 selected departments and divisions at Horry-Georgetown College (SC), conducted in the spring of 1999. One hundred and fourteen employees participated in an online survey containing questions based upon their level of satisfaction with services, resources, and personnel of the individual departments. The majority of faculty who completed the survey were full-time (78%), white (83%), and female (54%). The results were compiled into a general report while individual summaries were also distributed to each department. The report follows the instrument survey format. Overall, the majority of employees reported being either "very satisfied," or "satisfied" with the institutions' policies, personnel, library resources and overall services. Among the results are: (1) the library/learning resources center holdings were rated satisfactory by 58% of respondents; (2) accessibility to the college via telephone was rated satisfactory by 90% of respondents; (3) security on campus was rated unsatisfactory by 54% of respondents; and (4) quality of food on campus was rated satisfactory by 42% of respondents. (AF)

ED 437 994 JC 000 129

Rosas, Reyna Griselda
Gender and Ethnic Hiring Trends of Athletic Directors and Head Coaches in the California Community Colleges from 1988 through 1997.
PUB DATE- 98
NOTE- 244p.; Master's Thesis, California State University, Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Affirmative Action; *Athletic Coaches; *Athletics; *Community Colleges; Employed Women; *Employment Practices;

ED 437 506   CE 079 572

Claxton, Guy
Wise Up. The Challenge of Lifelong Learning.
PUB DATE- 99
NOTE- 374p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Learning; *Cognitive Development; Early Childhood Education; Educational Technology; Elementary Secondary Education; *Experiential Learning; Futures (of Society); Higher Education; Language Acquisition; *Learning Processes; *Lifelong Learning; *Transfer of Training

This book on lifelong learning has two overarching themes: the three Rs of learning power (resilience, resourcefulness, and reflectiveness) and a good learner's toolkit of learning strategies. An introduction previews the main conclusions. Chapter 1 explains how different communities can hold different beliefs about learning. Chapter 2 explores the importance of resilience to learning, an emotional business. Chapter 3 emphasizes a learner's need to be resourceful and identifies the first major compartment of the toolkit: immersion or learning through experience. Chapter 4 discusses the development of natural learning ability and learning amplifiers. Chapters 5 and 6 focus on the second and third main compartments of the toolkit: the world of imagination, and intellect and the ability to use symbolic media (language learning). Chapter 7 looks at what thinking is good for, how it works, and whether education develops it. Chapter 8 explores how language aids learning. Chapter 9 turns to the fourth compartment of the toolkit: intuition or soft thinking. Chapters 10-20 examine the following topics: ways in which the compartments interact; facets of reflection; the problem of transfer; a learner's use of technology; three social and cultural dimensions of learning: how we learn from, through, and with people; why learning is an important social issue now; learning to learn in the early years of home life, play school, and elementary school; whether learning power can be developed through schooling and higher education; workplace learning; and the future of learning. (YLB)

ED 437 507   CE 079 574

Teacher and Trainer Training. Workshop on Curriculum Innovation (3rd, Budapest, Hungary, October 14-16, 1998). Report.
PUB DATE- 98
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Curriculum Development; Education Work Relationship; Educational Change; Educational Needs; Educational Objectives; Educational Trends; Entrepreneurship; Foreign Countries; *Inservice Teacher Education; International Cooperation; *International Educational Exchange; International Programs; Lifelong Learning; Needs Assessment; Networks; Postsecondary Education; Professional Development; Program Administration; School Business Relationship; School Community Relationship; Secondary Education; Teacher Role; *Teacher Workshops; Teaching Methods; Teamwork; Theory Practice Relationship; *Trainers; Trend Analysis; *Vocational Education; Vocational Education Teachers

education in context (limits and possibilities of social transformation; prerevolutionary context, cultural revolution). The book contains 368 references. (MN)

ED 437 524 CE 079 595

Dame, Frederick William
Jean-Jacques Rousseau on Adult Education and Revolution. Paradigms of Radical, Pedagogical Thought. 2nd Revised Edition.
PUB DATE- 99
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Freedom; *Adult Education; Adult Educators; Adult Learning; Adult Programs; Adult Students; Cultural Differences; Cultural Pluralism; Educational Needs; *Educational Objectives; *Educational Philosophy; Educational Practices; *Educational Strategies; Family Life; Government School Relationship; Intellectual Freedom; Learning Processes; National Programs; *Revolution; Role of Education; School Community Relationship; Student Characteristics; Teacher Student Relationship
IDENTIFIERS- Freire (Paulo); Illich (Ivan); Noble Savage Concept; *Radical Education; *Rousseau (Jean Jacques)

This book explores Jean-Jacques Rousseau's educational philosophy, as expressed in his key works, and applies that philosophy to adult education and revolution. The titles and topics of the book's seven chapters are as follows: (1) "L'Invitation: Raison d'Etre" (prelude, statement, significance, the process, assumptions and limitations); (2) "Le Rhetorique du Rousseau: Interpretation et Relation"" (deconstructionism, education and politics, the noble savage, nature and the nature of man, the individual and society, state and government); (3) "Le Concept comme L'Educateur La Theorie" (how we learn; nature, human nature, and society as educators of adults; "Le Contract Social" as an educator of adults); (4) "Les Adultes et l'Education: La Discussion" (adult education in preview, methodology, direct experience, negative education, adult student-teacher relationships, the community and the state); (5) "La Relation des Citoyens avec l'Etat L'Intention" (proem, those to be educated, how much the state should direct the educative process, the nature of state direction, support of adult educational programs, the "Volonte Generale" in adult educational philosophy, a national department of education); (6) "Liberte Academique, Creativite Intellectuelle, Diversite, Education Radicale: L'Observation" (academic and intellectual freedom, creativity, diversity and radical education, the works of Ivan Illich and Paulo Freire); and (7) "Resume: Pratique, Revolution, Rousseau" (practical applications, revolutionary implications, general critique). Appended are a chronology of Jean-Jacques Rousseau's life and a selected list of his works. The book contains 107 references. (MN)

ED 437 525 CE 079 596

Powell, Stuart
Returning To Study: A Guide for Professionals.
PUB DATE- 99
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

Smith, Andrew, Ed.
Creating a Future: Training, Learning and the Older Person.
PUB DATE- 99
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; Adult Learning; Age Discrimination; Aging (Individuals); Case Studies; Community Education; *Education Work Relationship; Educational Attainment; *Educational Needs; Educational Objectives; Educational Trends; Employment Patterns; Enrollment; Enrollment Influences; Foreign Countries; *Job Training; Labor Market; *Lifelong Learning; Needs Assessment; *Older Workers; Postsecondary Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia; TAFE (Australia)

This document contains six papers exploring the training and learning of older people in Australia's vocational education and training (VET), and of technical and further education (TAFE) programs in the adult and community sectors. "Preface" (Andrew Smith) discusses the adequacy of training opportunities available to older Australians in view of the country's rapidly aging population which, combined with a lower birth rate, is rapidly changing the labor market situation. The following are among the issues considered in "The Need for Training and Learning" (Josie Misko): demographic changes; age, health, and economic productivity; the cognitive and physical effects of aging; age stereotypes and ways of overcoming them; and the imperatives of lifelong learning. "Older People in VET" (Jane Schueler) examines older Australians' participation in VET and TAFE, sowing that although older people are generally satisfied with VET, without employer support during their studies and without career guidance and resources provided for them, training outcomes for older students will not be improved. Labor market and training issues for older workers in different industries and occupations are considered in "Training and Labour Market Issues" (Katrine Ball). "Case Studies" (Kate Barnett) reports what 12 older Australians revealed about the role of formal training in mature workers' lives, the levels of mobility and self-employment among mature workers, and factors affecting participation in training, illustrating factors which encourage and inhibit training participation. In summary, Andrew Smith concludes that older people are adapting to the changes in society and the workplace by taking up opportunities for training and learning in ever greater numbers, and doing so in a tactical manner that will enhance their adaptability and flexibility. (Contains 51 references, 12 figures, and 24 tables). (MN)

ED 437 544 CE 079 626

Smith, Chris Selby, Ed.
The Impact of R&D on VET Decision Making: A Range of Case Studies.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Case Studies; Community Education; Community Relations; *Decision Making; Educational Planning; *Educational Policy; Educational Research; Educational Resources; Equal Education; Foreign

Relationship; *Employer Attitudes; Field Studies; Models; Outcomes of Education; Productivity; Program Effectiveness; Questionnaires; Reinforcement; *School Business Relationship; *State Programs; State Surveys; Statewide Planning; *Student Attitudes

IDENTIFIERS- *California Employment Training Panel

Qualitative methods were used to analyze a sample of 23 representative California Employment Training Panel (ETP) projects to determine how ETP training affected companies. Data were collected through interviews, focus groups, surveys, observations, and document analysis. Among the factors found to affect quality of training design were: selection of workers for training; selection of skills to be taught; timing of training in relation to other changes in the workplace; plans to institutionalize training; and amount of planning invested in reinforcing changed behavior after training. On average, trainees gave their training a rating of 3.11 on a 4-point scale. More than two-thirds of trainees reported being able to learn most or all of what was taught. The following five categories of management intervention guided the effect of training on company quality and productivity: (1) shaping the meaning of training; (2) creating opportunities to use skills; (3) creating rewards and incentives; (4) establishing levels of participation; and (5) institutionalizing training. Stand-alone employer contracts, consortia projects, and training agency projects teaching specific and generic skills were effective because they made it possible to customize training to trainee and employer needs. (Contains 17 references and 12 tables/figures. The trainee and supervisor evaluation questionnaires are appended.) (MN)

ED 437 562 CE 079 650

Moore, Richard W.; Blake, Daniel R.; Phillips, G. Michael; McConaughy, Daniel; von Haam, Amy Cheung

Training That Makes a Difference: ETP's Impact on Trainees, Companies and the State's Economy.

SPONS. AGENCY- California State Employment Training Panel, Sacramento.

PUB DATE- 00

NOTE- 81p.; For an evaluation of 1995-96 ETP projects, see CE 079 649.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; Comparative Analysis; *Economic Impact; *Education Work Relationship; Employer Attitudes; Employment Patterns; Field Studies; Models; *Outcomes of Education; Productivity; Program Effectiveness; Questionnaires; Salary Wage Differentials; *School Business Relationship; *State Programs; State Surveys; Statewide Planning; Student Attitudes

IDENTIFIERS- *California Employment Training Panel; Impact Studies

Data from the California Development Department's Unemployment Insurance System were used to track the earnings and employment of more than 57,000 California Employment Training Panel (ETP) trainees served by ETP projects that ended in 1994-95 and 1995-96. ETP trainees' earnings gains averaged 15%, versus 11.8% in the case of similar workers who were not trained in an ETP program. Companies that participated in ETP grew faster than nonparticipating companies did (a growth rate of 14% versus -.8%). The $73 million spent by the ETP directly on training contracts was determined to have had an economic impact on California's economy estimated at more than $400 million. It targeted jobs, or had low enrollment cost the state approximately $70.9 million in 1993-94. Poor-performing programs meet neither the students' employment goals nor the state's economic development goals, and eliminating or reducing state funding for these programs could achieve savings from reduced administrative, teaching, and facility costs. In addition, the consolidation or elimination or duplicative programs in the same region or county could achieve cost savings. The following recommendations were made: (1) the legislature should increase the use of performance-based incentive funding, such as employment outcomes; (2) the legislature should direct the educational regulators to develop criteria to eliminate poor-performing programs and duplicate program offerings; and (3) the State Board of Education should establish standard program lengths for vocational certificate programs and ensure the implementation of the rule for associate degree programs for uniformity and consistency statewide. (KC)

ED 437 582 CE 079 678

Fletcher, Jane; Gray, Dorothy
Follow-Up Report on the Enterprise Florida Jobs and Education Partnership.
PUB DATE- 98
NOTE- 6p.; For the 1995 status report, see ED 425 358.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Disadvantaged Youth; Educational Legislation; *Employment Programs; Government School Relationship; Incentives; *Job Training; *Labor Force Development; Partnerships in Education; *Performance Based Assessment; Postsecondary Education; Program Effectiveness; Program Evaluation; School Business Relationship; Secondary Education; State Legislation; *State Programs; Statewide Planning; *Welfare Services
IDENTIFIERS- Florida

The Enterprise Florida Jobs and Education Partnership has taken actions to resolve issues raised in a previous report. The legislature has expanded the partnership's work force development (WFD) role; assigned it a role in implementing the state's welfare-to-work program; and established additional incentive funding for WFD program outcomes. The partnership has expanded its evaluation efforts to address requirements in recent legislation. It has developed both baseline measures necessary to determine whether performance outcomes are improving from year to year, as well as expected performance levels necessary to evaluate whether WFD programs are achieving desired outcomes. The partnership's procedures for identifying and eliminating poor performing programs include evaluating the performance of local WFD boards and requiring corrective action when appropriate. Local WFD boards refer clients to community college and school district job training programs. The partnership uses Performance-Based Incentive Funding (PBIF) to encourage community colleges and school districts to provide job training programs that prepare individuals for occupations that meet market demands and provide a living wage. Disadvantaged student outcomes (completion, employment rates, wage levels) show substantial increases since the PBIF program began. The partnership monitors community college and school district PBIF performance to prevent loss of federal funds. (YLB) and 6. Chapter 7 addresses these same issues in adolescents suffering from chronic disease. Barriers to seeking health care or accepting offers of help are detailed in chapter 8. The book concludes with a discussion of the major themes, and offers some suggestions for prevention and intervention. (Contains 733 references and subject and author indexes.) (GCP)

ED 437 602 CG 029 761

Moshman, David
Adolescent Psychological Development: Rationality, Morality, and Identity.
PUB DATE- 99
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; Adolescents; *Cognitive Development; Cultural Pluralism; *Developmental Psychology; Educational Policy; *Moral Values; Secondary Education
IDENTIFIERS- *Constructive Developmental Theory; Identity (Psychological); Metatheory; Rationality

This book presents a constructivist approach to the development of rationality, morality, and identity in adolescence and early adulthood. It provides a review of post-Piagetian approaches to adolescent cognition, examining classic theories and current research in these three domains. The first chapter focuses discussion on adolescent psychological development. It suggests that psychological development continues beyond childhood and that a developmental perspective on adolescence may be a particularly useful one. The next nine chapters consider three aspects of psychological development. Specifically, three chapters each are devoted to the development of rationality, morality, and identity. Although not a comprehensive account of adolescent psychology, a great deal of the developmental literature on adolescence is addressed. In particular, chapters 2 through 4 discuss what is generally referred to as cognitive development--progress towards advanced forms of knowledge and reasoning. Chapters 5 through 10 extend the discussion to encompass developmental changes in our moral conceptions and our understanding of ourselves. Chapter 11 argues that adolescent psychological development is best understood from a metatheoretical perspective called "pluralist rational constructivism." Chapter 12 concludes with a discussion of educational policy issues and proposes that adolescent psychological development is best promoted in educational and other contexts that recognize the rationality of adolescents and the role of liberty in adolescent development. (Contains 258 references and author and subject indexes.) (GCP)

ED 437 603 CG 029 763

School Interventions To Prevent Youth Suicide. Technical Assistance Sampler.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

(Literature)

This book presents an interactive model using quality children's literature as the foundation for teaching reading and writing in grades 3 through 6, based on the premise that reading and writing are complementary processes through the shared goal of constructing meaning. Four main genres (fiction, traditional literature, fantasy, and non-fiction) are divided into seven chapters: "Teaching Realistic Fiction"; "Teaching Mysteries"; "Teaching Traditional Folktales"; "Teaching Pourquoi Stories and Fables"; "Teaching Modern Folktales"; "Teaching Fantasy"; and "Teaching Biographies." Each chapter has three main sections: (1) Background Information for Teachers; (2) Teaching the Genre; and (3) Extensions. These sections provide genre information, suggest teaching strategies, and list possible student reading and writing activities. (Contains approximately 220 references and descriptions of 18 children's literature Web sites.) (EF)

ED 437 623 CS 013 835

Behm, Mary; Behm, Richard
Let's Read! 101 Ideas To Help Your Child Learn To Read and Write. Bilingual Edition. Revised Edition = Leamos! 101 ideas para ayudar a sus hijos a apprender a leer y escribir. Texto Bilingue. Texto refundido.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 113p.; Supersedes previous editions, ED 370 081 and ED 358 443.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Early Childhood Education; *Family Environment; Family Literacy; *Learning Activities; *Parent Child Relationship; Parent Participation; *Parents as Teachers; *Reading Attitudes; Young Children

Based on the idea that parents are the first and most important teachers, this bilingual (Spanish/English) book offers 101 practical and fun-to-do activities that children and parents can do together. This edition provides a preface by Professor Josefina Villamil Tinajero and additional information of particular interest to Latino parents. The activities in the book are organized to fit the way parents tend to think about their time with their children: in the nursery; around the home; at bedtime; on the road; out and about; when you're away; using television; and success in school. The book concludes with an afterword. (RS)

ED 437 624 CS 013 836

Behm, Mary; Behm, Richard
101 ideas para ayudar a sus hijos a aprender a leer y escribir (101 Ideas To Help Your Child Learn To Read and Write).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 66p.; For a bilingual (English/Spanish) edition, see CS 013 835.

Hodges, Richard E., Ed.
What Is Literacy? Selected Definitions and Essays from "The Literacy Dictionary: The Vocabulary of Reading and Writing."
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Definitions; Elementary Secondary Education; *Literacy; Readability; *Reading; Reading Achievement; Reading Instruction; Remedial Reading; *Writing (Composition); Writing Instruction

This booklet, in a "flipchart" format, provides a ready resource of selected core terms and their definitions from "The Literacy Dictionary: The Vocabulary of Reading and Writing" that bear upon reading and writing instruction. Some entries in the booklet also refer to related terms that can be further examined in "The Literacy Dictionary." The 41 terms in the booklet are arranged in sections entitled Literacy; Read, Reading, Reading Process; Reading Methods; Readability; Assessment; Remedial/Corrective Reading; and Writing. Six essays from "The Literacy Dictionary" are included--the essays were selected for their topical currency and for the clarity of viewpoints expressed by their authors. The booklet is designed for two uses: as a handy, portable reference for core terms common to the literature of reading and writing; and as an invitation to explore in greater depth the diverse yet related terminology assembled in "The Literacy Dictionary." (RS)

ED 437 647 CS 013 860

The Role of Phonics in Reading Instruction: A Position Statement of the International Reading Association.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Instructional Effectiveness; *Phonics; Primary Education; *Reading Instruction; Reading Programs; Teacher Behavior

Noting that the role of phonics in reading and writing has become as much a political issue as it has an educational one, this pamphlet offers a position statement regarding the role of phonics in a total reading program. It begins with three assertions regarding phonics and the teaching of reading: (1) the teaching of phonics is an important aspect of beginning reading instruction; (2) classroom teachers in the primary grades do value and do teach phonics as part of their reading programs; and (3) phonics instruction, to be effective in promoting independence in reading, must be embedded in the context of a total reading/language arts program. The pamphlet concludes with an outline for a professional stance towards phonics. (RS)

ED 437 648 CS 013 861

Read to Me: Make Reading Part of Every Child's Life. Videotape .
PUB DATE- 91

adolescents. The bibliography features books published in Spain, and North and South America, as well as translations to English, German, and French and other languages. (Contains hundreds of references.) (RS)

ED 437 668 CS 216 992

Pierce, Kathryn Mitchell, Ed.
Adventuring with Books: A Booklist for Pre-K--Grade 6. 12th Edition. NCTE Bibliography Series.
PUB DATE- 00
NOTE- 631p.; Forward by Jane Yolen. For previous edition, see ED 406 672.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Education; Fiction; Nonfiction; Picture Books; Poetry; Preschool Education; Reading Interests; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- Historical Fiction

Books that expand children's horizons and stimulate their imaginations are the focus of this 12th edition, an annotated bibliography of selected children's books published between 1996 and 1998. The 20 chapters in the book contain traditional and nontraditional categories of literature: Stories of the Universe: From Questions and Observations to Discoveries and Inventions; Our Changing World; Exploring Our Past; Families; Struggle and Survival; School Life; Literacy; Picture Books; Mathematics; Poetry; Fine Arts; Sports, Games, and Hobbies; The Craft of Language: Passages, Profiles, and Puzzles; Fantasy Literature: Making the Impossible Possible; African and African American Voices and Experiences; Asian, Asian American, and Hawaii Pacific Voices and Experiences; Hispanic/Latino, Hispanic American, and Latino American Voices and Experiences; Native American Voices and Experiences; Gender Issues: Spunky, Clever, Caring, and Endearing Girls and Boys in Children's Literature; and Supporting Critical Conversations in Classrooms. New to this edition are extensive reviews of selected books, giving additional information on children's comments and reactions, ways the books have been used in the classroom, and other ideas about sharing the books with children. Introductions to each chapter (by the teachers, librarians, university faculty, school-age and university students, and parents who collaborated in choosing the books) share their processes, the issues they dealt with, and the decisions they made about the books in their section. Books are indexed by author, illustrator, subject, and title. (RS)

ED 437 669 CS 216 993

Opitz, Michael F.
Rhymes & Reasons: Literature and Language Play for Phonological Awareness.
PUB DATE- 00
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Class Activities; Elementary Education; *Language Arts; *Language Usage; Metalinguistics; Phonics; Poetry; Reading

Chapin, John
Third-Person Perception, Optimistic Bias, Safer-Sex Campaigns, and Sexual Risk-Taking among Minority "At-Risk" Youth.
PUB DATE- 99
NOTE- 48p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *At Risk Persons; Comparative Analysis; Intermediate Grades; Media Research; Public Health; Secondary Education; *Sex Education; Student Attitudes
IDENTIFIERS- New Jersey; Optimism; *Public Service Advertising; Safe Sex Practices; *Third Person Effect

Recent third-person perception articles suggest that optimistic bias is the mechanism underlying the perceptual bias, but fail to empirically test the assumption. Minority "at-risk" youth are neglected in both literatures, despite the fact that they are frequently the target audience for the resulting campaigns. This study sought to bridge a gap between communication and psychology by determining to what extent third-person perception and optimistic bias co-vary in a sample of 231 urban, minority "at-risk" youth in grades 4 through 12 in urban New Jersey public schools. Findings confirm that third-person perception and optimistic bias are present in the sample. Contrary to the position that optimistic bias causes third-person perception, the findings suggest that a small inverse relationship emerged: 51% of the middle school and high school students surveyed exhibited third-person perceptions (believing they were less influenced by televised safer-sex messages than were their peers), and these students were less optimistic about there chances of becoming HIV infected than their peers; 34% exhibited first-person perceptions (believing they were more influenced by the messages than were peers), and these students were more optimistic than their peers were concerning HIV infection. The remaining 15% perceived no difference between themselves and peers in terms of message influence. Most students (89%) exhibited optimistic bias regarding their chances of avoiding HIV infection in the future. Contains 97 references and 4 tables of data. (Author/RS)

ED 437 691   CS 510 217

Martin, Matthew M.; Mottet, Timothy P.; Myers, Scott A.
Students' Motives for Communicating with Their Instructors III: Considering Socio-Communicative Orientation, Socio-Communicative Style, and Sex Differences.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999). See CS 510 218 and EJ 581 443 for related documents.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Higher Education; *Interpersonal Communication; *Motivation; *Sex Differences; *Student Attitudes; *Teacher Student Relationship; Undergraduate Students; Validity
IDENTIFIERS- *Communication Behavior

Recently, Martin, Myers, and Mottet (1999) introduced a measure

Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Curriculum; Curriculum Research; Educational Environment; Educational Objectives; Elementary Secondary Education; Foreign Countries; *International Education; National Curriculum; National Surveys; Tables (Data)
IDENTIFIERS- National Institute for Educ Research (Japan)

This report explores educational-research projects initiated by the National Institute for Educational Research (NIER) of Japan. Selected counties in Asia and the Pacific region, as well as in other areas, were invited to undertake national studies of school curriculums. To share their experiences and to facilitate a comparative analysis of national studies conducted by the participating countries, NIER organized an International Meeting on the Study of School Curriculum. The objectives of the meeting were: (1) to cross-nationally analyze the background information in terms of the socioeconomic conditions, education, systems, and other related matters of the participating countries; (2) to compare school curriculums based on the reports of the national studies conducted in the participating countries; and (3) to complete the final report of the study. The report is divided into five sections: background information, curriculum policies, curriculum organization, curriculum implementation, and curriculum monitoring and evaluation. Some of the results indicate an ongoing commitment to curriculum-policy review and development, and a trend away from content-based curriculums and toward varying combinations of competency and content-based frameworks that ensure the acquisition of both knowledge and skills. Information on the research design, list of participants, and country reports is provided. (RJM)

ED 437 712 EA 029 989

Green, Harry A.; Norman, John F, .; McClure, C. Bennett, II
Tennessee Public Infrastructure Needs Inventory Assessment for FY 1998. A Commission Report to the 101st General Assembly.
SPONS. AGENCY- Tennessee General Assembly, Nashville.
PUB DATE- 99
NOTE- 83p.; Prepared by the Tennessee Advisory Commission on Intergovernmental Relations.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construction Costs; Construction Needs; *Educational Facilities; Elementary Secondary Education; *Facility Improvement; *Needs Assessment; School Buildings; *State Surveys
IDENTIFIERS- *Tennessee

This report represents the first effort by any public or private agency or organization to provide a comprehensive assessment of Tennessee's public infrastructure needs. Hundreds of local government officials and private citizens contributed information to this research. The main participants in the infrastructure inventory were the local governments being surveyed by the Tennessee Advisory Commission on Intergovernmental Relations, and the nine development districts that are contracted to conduct inventory surveys. The key participants were the various local governments and officials who determine infrastructure needs in each community across the state. The report is divided into two sections. The first part contains survey information on general infrastructure needs that was collected from local governments and other entities. The second part examines K-12 education infrastructure needs.

hundred leaders of the Catholic school community came together to heighten awareness of the diversity and power of the parental choice movement, thus enabling Catholic educators to take a more effective leadership role in influencing public-policy debates. The symposium had four goals: (1) appreciate the complexities of the issues and the forces driving the school-choice movement; (2) explore the legal, political, and practical implications and challenges of school-choice options; (3) enable participants to take active leadership roles in the school-choice movement when they returned to their dioceses; and (4) publish the proceedings of the symposium. Several issue papers, which appear here, were commissioned for the symposium. These addressed the historic role of the Catholic church in supporting parental choice, a rationale for publicly funded school choice as good public policy, the legal perspective of choice initiatives, the impact of tax policy, and some findings of education research on school choice. Other topics include implications of school-choice experiments for urban education, a legal history of vouchers, and future directions. The presentations include: (1) "The Catholic Church's Involvement in the Educational Choice Movement" (Robert J. Banks); (2) "Implications of School Choice Experiments for Urban Education" (Paul E. Peterson); (3) "School Choice Programs--A Status Report" (Nina Shokraii-Rees); and (4) "Legal History of Vouchers--A Federal Constitutional Review" (Mark E. Chopko). An appendix includes a statement by the NCEA on parental choice in education. (RJM)

ED 437 732   EA 030 213

Addendum to the Catalog of School Reform Models.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Comprehensive Programs; Educational Administration; *Educational Change; *Educational Policy; Elementary Secondary Education; Excellence in Education; *Models
IDENTIFIERS- *Comprehensive School Reform Demonstration Program

This addendum, developed at the request of the U.S. Department of Education, provides information to schools, school districts, states, and others as they plan and implement comprehensive school-reform programs under the Obey-Porter Comprehensive School Reform Demonstration (CSRD) program. The CSRD legislation encourages schools to consider research-based, effective reform models as they develop their comprehensive school-reform programs. This document, which features 20 models, is neither a set of recommended models nor a set of models approved for CSRD funding. Each model was carefully screened by a panel of experts before its inclusion. However, the models are not described in enough detail for school personnel to make fully informed decisions about the models' merits or their applicability to particular school conditions. The examples are presented in two sections: entire-school reform models, and skill- and content-based reform models, which includes reading/language arts, mathematics, science, and other subjects. Each model description features the origin and scope of the program; further information such as results, implementation assistance, costs, student populations, and special considerations are also included. Four appendices list demonstrated growth through alternative assessment measures; and (4) the Rhode Island system of services became better able to meet the needs of children with deaf-blindness and their families as demonstrated in such areas as increased capacity to provide functional assessments of hearing and vision. Individual sections address each of the project's seven goals, problems encountered and how they were solved, and implications for policy, practice, and research. (DB)

ED 437 750 EC 307 598

Dell, Susan J.; McNerney, Peg
Art & Games: Sensational Activities for Children with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Activities; *Disabilities; Elementary Education; *Games; *Learning Activities; *Movement Education; Peer Relationship; *Sensory Experience

This booklet offers learning activities for children with disabilities grouped into art activities, activities that encourage interaction, and activities that encourage movement. The activities emphasize touch, smell, sight, and hearing to allow children to utilize their strongest senses. Each activity is presented with possible goals, materials, and a detailed step-by-step description of the experience. Art activities include blow dryer painting, smelly tissue paper art, mixer painting, stained glass art, sock painting, "footprint turkey," rolling pin painting, inkblot painting, and marble painting. Activities which encourage interaction include mitt painting, hosiery wars, and bumper swings. Activities which encourage movement include parachute fun, flashlight madness, sensory tunnel, bolster diving, human bowling, roller mural, and wheelchair/scooter races. (DB)

ED 437 751 EC 307 599

Dell, Susan J.; McNerney, Peg
Toys for All Children: Selecting Toys for Children with Vision or Motor Challenge.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Early Childhood Education; *Instructional Material Evaluation; Instructional Materials; *Physical Disabilities; Resources; *Toys; *Visual Impairments; Young Children

This guide identifies 45 toys appropriate for young children with visual and/or motor impairments. Criteria for the toys selected lower self-esteem than those without this disorder. Parents of children with ADHD who had comorbid symptoms were found to feel less competent in their parenting roles than the parents of children without ADHD. Lastly, the research supports the use of multimodal treatment programs to increase the self-esteem of children with ADHD, but further research is necessary to determine the longitudinal effects of this type of treatment. (Contains 30 references.) (Author/CR)

ED 437 769 EC 307 617

Gosfield, Margaret, Ed.
Communicator, 1999.
PUB DATE- 99
NOTE- 208p.; The CAG Communicator is published four times a year.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; Advocacy; Book Reviews; *Child Rearing; Curriculum; Early Childhood Education; Elementary Secondary Education; *Gifted; Labeling (of Persons); Middle Schools; Moral Development; Music Education; Parent Child Relationship; Parent Participation; Parent School Relationship; Parenting Skills; Poetry; Portfolio Assessment; Preschool Education; *Reading Instruction; Reading Strategies; Social Development; *Talent Development
IDENTIFIERS- *Differentiated Curriculum (Gifted); International Baccalaureate

These four 1999 issues of the "Communicator" address reading needs of gifted children, middle schools, parenting the gifted, and the needs of young gifted children. Featured articles include: (1) "Academic Advocacy for the Forgotten Readers--Gifted and Advanced Learners" (Reading Task Force of the California Association for the Gifted); (2) "Creating Lifetime Readers: Parents Can Make a Difference" (Jody Fickes Shapiro); (3) "Meeting the Needs of Highly Able Children" (Cindy Dooley); (4) "Reading with Young Children" (Nancy Ewald Jackson and Cathy M. Roller); (5) "Scratched Heads and Guffaws" (Bruce Balan); (7) "What Do You Mean Gifted Kids Can't Read?" (Elaine Weiner): (8) "The Gift of Poetry in the Classroom" (Julia Candace Corliss); (9) "Engaging Students in Reading" (Peggy Buzanski); (10) "Gifted Readers and Reading Instruction" (David Levande); (11) "Curriculum To Promote Advanced Reading"; (12) "This We Believe: Philosophy of National Middle School Association Supports Gifted Learners: Does Practice Measure Up?" (Commuter Staff); (13) "Teaching Kids to Care: Character Development and the Middle School Student" (James R. Delisle); (14) "What Parents Want To Know about Gifted Middle School Students and Aren't Afraid To Ask" (Linda Brug); (15) "Addressing the Needs of Middle Grade Gifted Students" (Evelyn Hiatt); (16) "Middle School: The Balancing Act" (Elinor Ruth Smith); (17) "Social Development or Socialization" (Linda Kreger Silverman); (18) "The Middle Years Program for International Baccalaureate" (Barbara Lateer); (19) "Dilemmas in Talent Development in Middle Grades: Two Views" (Margaret Gosfield); (20) "Using Portfolios Effectively in Middle School" (Debra Johnson); (20) "Dilemmas in Talent Development in Middle Grades: Two Views" (Margaret Gosfield); (21) "'Pushy Parents.' Bad Rap or Necessary Role?" (Arlene R. Devries); (22) "Parenting for the New Millennium" (Barry Ziff); (23) "Living

Literacy Disability and Communication: Making the Connection.
SPONS. AGENCY- Human Resource Development Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Accessibility (for Disabled); Adults; *Agency Cooperation; *Augmentative and Alternative Communication; Children; Civil Rights; Communication Aids (for Disabled); *Disabilities; Educational Policy; Employer Employee Relationship; Foreign Countries; Interpersonal Communication; *Literacy; *Policy Formation; Work Environment
IDENTIFIERS- *Canada

Based on a conceptual framework that links literacy and communication, this Canadian report reviews four types of policy provisions for their effectiveness in addressing the barriers to literacy and communication that people with disabilities face: human rights instruments, provisions for literacy and communication support to individuals, access to information and communications in alternative formats, and access to information and communication networks. A number of policy issues and directions emerge from the analysis. First, the human rights foundation for literacy and communication needs more explicit articulation. Second, a mandate to refocus literacy policy is needed so that the cross-departmental and cross-jurisdictional implications of the link between literacy and communication can be developed and monitored. Third, a human resource development strategy that focuses on professionals in education, justice, health care systems, and on employers is needed to develop skills in alternative communications. Fourth, a policy and service delivery framework should be formulated that provides incentives for a coordinated approach to designing communication environments and supports. Finally, a process is needed to rethink literacy policy and practice, to develop policy directives and implications, and to do so within the context of the rapidly developing information highway. (Contains approximately 125 references.) (CR)

ED 437 788 EC 307 636

The Indiana Deafblind Services Project: Services for Children with Deafblindness Program. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 30p.; Accompanying videotapes, "Usher Syndrome Screening for Signs of Risk" (Time 21:15) and "Usher Syndrome Understanding the Diagnosis" (Time 13:45), not available from ERIC. For related documents see ED 391 294 and EC 307 637-639.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Non-print Media (100),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Case Studies; Consultation Programs; Cooperative Programs; *Deaf Blind; Education Work Relationship; Elementary Secondary Education; Infants; *Inservice Teacher Education; Instructional Materials; Mentors; Parent Education; Postsecondary Education; Preschool Education; *State Programs; *Technical Assistance; Toddlers; Transitional

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Air Conditioning; Classroom Design; Classroom Furniture; Educational Change; Educational Facilities Design; *Educational Technology; Educational Television; Heating; Microcomputers; Public Schools; School Security; Secondary Education
IDENTIFIERS- *Telematics

A telematics and electronic communication task group examines technology's influence on the educational process as well as the physical classroom, and the needs and concerns these new technologies bring to architects and educators in designing an adaptable classroom. Technology and the classroom are examined in the following areas: the use of television; microcomputers and computer terminals; power and communication cable distribution; voice and data distribution; heating and air conditioning needs; acoustics; lighting; space configuration; furniture requirements; and security issues. (GR)

ED 437 807 EF 005 463

Stein, Benjamin
Low-Tech Energy Conservation for Schools.
PUB DATE- 89
NOTE- 17p.; Enclosure to Proceedings of the Cranbrook Academy of Art and Design Conference, Bloomfield Hill, MI, June 15-17, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Building Operation; *Climate Control; Elementary Secondary Education; *Energy Conservation; *Public Schools; Roofing; Thermal Insulation; Ventilation; Windows

The American Institute of Architects National Committee on Architecture for Education presents this guide which addresses methods of energy conservation in school buildings with simple design, construction, and equipment-control technology so that trained and creative people can take over functions normally done by machinery and automated controls. A general discussion first covers energy consumption problem areas in educational facilities, followed by interior space utilization needs and use of manual climate control. Various ways of reducing energy load are examined, including building and classroom orientation to the sun and in differing climates, shielding barriers for the sun and wind, proper insulation and ventilation in roofs as well as interior spaces, and the type of heating system used. Other energy efficiency considerations involving food processing, boiler systems, and building operations involving load distribution and off-peak loading conclude the report. (GR)

ED 437 808 EF 005 514

Hays, Steve M.
Indoor Air Quality in Chemistry Laboratories.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Pittsburgh Conference (Pittcon) (March 10, 1999).
LANGUAGE- English

Instruction; Writing Skills
IDENTIFIERS- Alberta; *Francophone Education (Canada); *Non European Francophone Areas

The report, entirely in French, describes Alberta's curriculum for second-year French native language instruction. An introductory section offers background information on the curriculum's design, links between the core curriculum and French native language instruction, underlying principles of language instruction, the curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (culture and identity, oral communication, reading, and writing). Appended materials include notes on French language teaching techniques, a discussion of French instruction within the francophone context in Alberta, and an overview of integration of instructional materials at the early elementary level. (Contains 15 references.) (MSE)

ED 437 831 FL 025 821

Francois. Programme d'etudes par annee scolaire. Francais langue premiere. Troisieme annee (French. Program of Study by School Year. French as a Native Language. Third Year).
PUB DATE- 99
NOTE- 84p.; For the program of study for the first and second years, see FL 025 819-820.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Classroom Techniques; Course Content; Cultural Context; *Cultural Education; Curriculum Design; Ethnicity; Foreign Countries; *French; Interpersonal Communication; *Language Skills; Listening Comprehension; *Native Language Instruction; Native Speakers; Oral Language; Personal Autonomy; Primary Education; Reading Instruction; Reading Skills; Speech Skills; *State Standards; Student Evaluation; Writing Instruction; Writing Skills
IDENTIFIERS- Alberta; *Francophone Education (Canada); *Non European Francophone Areas

The report, entirely in French, describes Alberta's curriculum for third-year French native language instruction. An introductory section offers background information on the curriculum's design, links between the core curriculum and French native language instruction, underlying principles of language instruction, the curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (culture and identity, oral communication, reading, and writing). Appended materials include notes on French language teaching techniques, a discussion of French instruction within the francophone context in Alberta, and an overview of integration of instructional materials at the early elementary level. (Contains 15 references.) (MSE)

ED 437 832 FL 026 105

Modeles de rendement langagier. Francais-- 1re annee-3e annee.

interdependent learning, where each student is accountable for writing together with his or her peers. By encouraging students to pool knowledge and background resources, they think more critically and synthesize information to develop a more in-depth understanding of a particular topic, as well as the sharing process. To ensure effective group work, the teacher has to monitor groups carefully to keep the conversation in English and be sure that the group does not rely on any single dominant or more advanced student. Teachers who want to maximize cooperative EFL learning need to become well versed in cooperative techniques, as well as language acquisition and group interaction. (Contains 14 references.) (KFT)

ED 437 851 FL 026 127

Tetsuro, Inoue
Implementation of Buzz Learning to English Language Education in a Junior High School.
PUB DATE- 99
NOTE- 11p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; Educational Theories; *English (Second Language); Foreign Countries; Grouping (Instructional Purposes); Junior High School Students; Junior High Schools; Second Language Instruction; Second Language Learning; Student Characteristics; Teaching Methods
IDENTIFIERS- Japan

In this paper, the history and current state of Japanese cooperative learning techniques in English-as-a-Second-Language (ESL) education for Japanese junior high school students is surveyed, and an empirically-based argument is made in favor of using BAZU (BUZZ) techniques. The past and current methods of teaching English in Japan have left students with little confidence in their ability to speak English and correspondingly little interest in learning more. Buzz Learning is a cooperative theory based on the premise that depends on the interactive human relationships of the learners. It operates on the empirically demonstrated fact that the meaningful use of these interpersonal relationships makes independent and effective learning possible. The group and cooperative basis of Buzz Learning helps students to learn from one another and can be effective in mitigating characteristics attributed to Japanese learners, such as shyness and group consciousness. The introduction of Buzz Learning techniques at the junior high school level has resulted in dramatically improved reading ability, an augmented ability to learn by themselves, fewer students with inferiority complexes, and students learning out of curiosity rather than just obligation. (KFT)

ED 437 852 FL 026 128

Johnson, David W.; Johnson, Roger T.
Cooperative Learning and Assessment.
PUB DATE- 99
NOTE- 16p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

examined administrator conduct from several aspects: (1) administrative level, establishing eight levels ranging from regent to dean; (2) type of impropriety, using five categories: financial issues, academic issues, personnel issues, governance, and abuse of power/conflict of interest and/or other forms of legal improprieties; (3) formality of action; and (4) institutional status, ranging from research institutions to community colleges/two-year schools. It was found that despite increased calls for ethical codes and leadership, no significant increase was noted in the number of cases in the years examined, nor was any increase found in the level of public involvement in the social control of impropriety. However, a significant positive relationship was found between the professional status of the accuser and the formality of action taken; no equivalent relationship for institutional status was seen. Six tables provide statistical data. (Contains 39 references.) (CH)

ED 437 872 HE 032 704

Somers, Patricia; Cofer, James; Hall, Margaret Martin; Vander Putten, Jim
A Comparison of the Persistence of African American and White Students Using NPSAS:96. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Access to Education; *Black Students; Dropout Research; Educational Finance; Higher Education; Parent Role; School Holding Power; *Student Attrition; Student Characteristics; Undergraduate Study; *White Students; Withdrawal (Education)
IDENTIFIERS- African Americans; *ASHE Annual Meeting; National Postsecondary Student Aid Study

This study examines within-year persistence of undergraduate white and African American college students, focusing on how this information can be used to inform initiatives on retention. Data was collected from the National Postsecondary Student Aid Study of 1996; the sample included 1,482 African American and 11,292 white four-year undergraduate students; no other ethnic groups were included. The dependent variable was within-year progression of students from fall 1995 to spring 1996; 35 independent variables were grouped by: background, aspiration, achievement, institutional characteristics, college experiences, current year price and subsidies, and accumulated debt load. Research identified several price-related variables that could be integrated into persistence programs: (1) because tuition had a small negative effect on persistence of African American students, keeping tuition increases small and matching increases with financial aid would promote persistence; (2) African Americans respond positively to grants; (3) while work-study programs were not significantly associated with persistence, the study concluded that the social and economic benefits of such programs would result in improved persistence; and (4) accumulated debt load had a negative effect on persistence for African American students. The primary nondebt-related variable was parental educational level; as parental educational level increases, so do the aspirations of their children. (Contains approximately 65 references.) (CH) skills, and firearms performance. The study found that cadets without military service but with 60 or more credit hours scored higher on reading comprehension and state licensing and civil service examinations than the other two groups. Driving skill scores were not affected by either college hours or military service. Cadets with military experience performed better at firearms skills than those without military experience. Appendices include data tables, permission letters, and law enforcement statistical data. (Contains 76 references.) (RH)

ED 437 892 IR 019 827

Report of Student Performance, North Carolina Tests of Computer Skills. Reporting on the Classes of 2001-2002 for the State and 117 Public School Systems and 35 Charter Schools.
PUB DATE- 99
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Computer Literacy; Educational Attainment; Educational Technology; Grade 8; Grade 9; *Graduation Requirements; High School Graduates; Secondary Education; Skill Development; *State Standards; Tables (Data)
IDENTIFIERS- *North Carolina

The North Carolina State Board of Education, as part of the Quality Assurance Program established a computer proficiency requirement for diplomas issued to the high school classes of 2001 and beyond. The North Carolina Tests of Computer Skills (multiple-choice and performance) must be administered at the end of grade eight with subsequent opportunities during high school, as needed. The multiple choice test assesses: word processing; keyboarding; database use; spreadsheet use; telecomputing skills; societal issues; ethics; terms, operation, and care of computers; and use of computers in various curricular areas. The performance test consists of four parts: keyboarding techniques; word processing/editing; database use; and spreadsheet use. This document reports the performance of students in the class of 2001 as ninth graders and the class of 2002 as eighth graders on the computer skills test. Findings are highlighted in the following categories: 1997-98 student performance; student performance by ethnicity; comparison of 8th and 9th grade performance; student performance by gender; student performance by student characteristics; performance of limited English proficient students; performance of exceptional students; modifications for students with disabilities; and modifications for students with limited English proficiency. Thirty-two figures and tables make up the body of the report. Sample questions for the Tests are included, and a list of charter schools is appended. (AEF)

ED 437 893 IR 019 828

Johnson, Catherine J.; Snyder, Allegra Fuller
Securing Our Dance Heritage: Issues in the Documentation and Preservation of Dance.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

hours/week), Bulletin Board Systems (3.85 hours/week), and chat rooms (3.61 hours/week). (Contains 11 references.) (Author/MES)

ED 437 913 IR 019 873

The Cable Television Industry's Ongoing Commitment to Education and America's Teachers, Children and Families.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Broadcast Industry; *Cable Television; Case Studies; Distance Education; *Educational Television; Elementary Secondary Education; Faculty; Financial Support; Internet; Outreach Programs; *Programming (Broadcast); Teacher Education
IDENTIFIERS- Media Literacy; Universal Service (Telecommunications)

This cable television industry report provides a sampling of case studies and overviews which describe cable operator, multiple system operator (MSO), and program networks' initiatives, resources, and support for education and the communities they serve. The information focuses on the following categories: Cable in the Classroom; cable's high speed education connection; distance learning; school/home connections; professional development; the Universal Service Fund; programming and online curriculum; media literacy/anti-violence efforts; student/teacher training in news writing and production; community events/outreach; and contests/grants/scholarships. (MES)

ED 437 914 IR 019 874

Eisenberg, Michael B.; Berkowitz, Robert E.
Teaching Information & Technology Skills: The Big6 TM in Elementary Schools. Professional Growth Series.
PUB DATE- 99
NOTE- 144p.; "With Barbara A. Jensen and Tami J. Little."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Educational Technology; Elementary Education; Information Literacy; *Information Skills; *Instructional Design; Instructional Development; Learning Activities; Lesson Plans; Library Instruction; *Problem Solving; Teaching Models; *Technological Literacy
IDENTIFIERS- *Big Six; Process Models

This book about using the Big6 information problem solving process model in elementary schools is organized into two parts. Providing an overview of the Big6 approach, Part 1 includes the following chapters: "Introduction: The Need," including the information problem, the Big6 and other process models, and teaching/learning the Big6; "The Big6 Process and Skills," including the Big6 levels (i.e., the conceptual level, the Big6 Skills, and the Little12 sub-skills) and the Super3 (a simplified version of the Big6 for younger students); "Technology with a Big6 Face," including technology and the Big6, examples of technology in Big6 contexts, and the Big6 and the Internet; "Implementing the Big6: Context, Context, Context," including process and curriculum contexts, analyzing curriculum from a Big6 perspective, and planning and plans; and

Century.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 00
NOTE- 42p.; This paper is part of a set of five papers commissioned by the U.S. Department of Education as preliminary preparation for an upcoming comprehensive system-wide evaluation of the Educational Resources Information Center (ERIC). For the complete set of commissioned papers, see IR 020 296-299.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Databases; *Educational Resources; Information Networks; *Information Services; Information Sources; *Information Systems; Nonprint Media; Online Systems; Research and Development; Standards
IDENTIFIERS- *ERIC; ERIC Clearinghouses; *ERIC Processing and Reference Facility

This paper explores general issues surrounding the Educational Resources Information Center (ERIC) database--its content, operations, and possible "futures." It addresses specific questions regarding restrictions on content and, in particular, the exclusion from the database of a range of non-print media; and the exclusion of the majority of resources and services developed independently by the ERIC Clearinghouses. A transitioning of the database to a knowledgebase is suggested, through fully integrating the system's disparate and currently unrelated services and resources. The paper examines the need to adopt emerging metadata standards as the mechanism for describing all resources and services system-wide. In addition, it presents one model of a distributed repository system to suggest alternatives to the current centralized modes as a possible means of managing the volatility of Web-based resources. As ERIC incorporates new technologies and capabilities set out in the ERIC Processing and Reference Facility "Statement of Work," it will have the opportunity to put into place more streamlined processes both for the ongoing development of the knowledgebase and for the development of new technologies that will shape its evolution. The commentary in this area is divided into two major parts: the devolution of some of the editorial functions performed by the Facility to the Clearinghouses; and a redefinition of functions, including an ongoing program of technology development, development of repository, registry, and taxonomy services, an ongoing systematic program of technology research and development, and an ongoing, systematic program in education/training. At the end of each section of the paper, a "Summary Proposal for Investigation" is provided. (Author/AEF)

ED 437 933   IR 020 296

Robbins, Jane B.
ERIC: Mission, Structure, and Resources.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 00
NOTE- 64p.; This paper is part of a set of five papers commissioned by the U.S. Department of Education as preliminary preparation for an upcoming comprehensive system-wide evaluation of the Educational Resources Information Center (ERIC). For the complete set of commissioned papers, see, IR 020 297-299 and IR 020 101.
LANGUAGE- English

of agreement for selective housing of U.S. depository documents. (MES)

ED 437 953 IR 057 582

Taylor-Furbee, Sondra, Comp.; Kellenberger, Betsy, Comp.
Florida Library Directory with Statistics, 1999.
PUB DATE- 99
NOTE- 263p.; 50th anniversary edition. This publication is funded by a Library Services and Technology Act (PL 104-208, as amended.)
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Access to Information; Elementary Secondary Education; Higher Education; Institutional Libraries; Library Collections; Library Cooperation; Library Expenditures; Library Funding; Library Networks; Library Personnel; Library Services; *Library Statistics; *Public Libraries; School Libraries; Special Libraries; State Libraries; State Programs; Tables (Data)
IDENTIFIERS- Florida

The first section of this directory of Florida libraries with statistics provides information on Florida Division of Library and Information Services library organizations, councils, and associations, including: directories of State Library Council, Library Services and Technology Act Advisory Council, Florida Library Network Council, and Division of Library and Information Services members/staff; selected data for the State Library of Florida fiscal year 1997-98; summary of Florida Library Information Network (FLIN) activity; a list of FLIN online libraries; directories of library associations, graduate schools, and networks/multi-type library cooperatives; information on multi-type library cooperatives; and a directory of Florida State document depositories. The second section is the directory of libraries, divided into listings for public libraries, academic libraries, special libraries, institutional libraries, and district school media centers. A summary of public library data and selected historical data are presented in the third section. The fourth section contains public library data tables for: (1) access to library service (outlets, square feet, Sunday hours); (2) library staff; (3) income; (4) expenses; (5) expenses by category; (6) collection; (7) circulation and borrowers; (8) visits, reference, interlibrary loan; (9) programs; and (10) electronic access. An alphabetical key to the data tables, personnel index, and county index are also included. (MES)

ED 437 954 IR 057 583

Reed-Scott, Jutta, Comp.
Cataloging of Resources Digitized for Preservation. SPEC Kit 249 and SPEC Flyer 249.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Access to Information; *Bibliographic Records; *Cataloging; *Electronic Libraries; Foreign Countries; Higher Education; Library Collections; Library Policy; Library Surveys; *Preservation; Questionnaires;

Education Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *College Libraries; Correlation; *Foreign Students; Higher Education; Information Technology; Measures (Individuals); *Student Attitudes; Student Surveys; Users (Information)
IDENTIFIERS- *Library Anxiety; *Library Attitudes; Technology Role

This study of 125 non-native English-speaking students at a Northeastern university investigated the prevalence of the dimensions of library anxiety among this population. Participants were administered the Library Anxiety Scale (LAS). This instrument has five subscales: barriers with staff; affective barriers; comfort with the library; knowledge of the library; and mechanical barriers. Of the five dimensions studied, mechanical barriers, which refers to feelings that emerge as a result of students' reliance on mechanical library equipment (e.g., computer printers, copy machines, and change machines) was the greatest source of library anxiety. Affective barriers, which refers to students' feeling of inadequacy about using the library, was the second most prevalent dimension, having statistically significantly higher mean ratings than the three remaining dimensions. This dimension was followed by barriers with staff and comfort with the library, respectively. Knowledge of the library was the source of least anxiety. Based on these finding, librarians and library educators should be cognizant of the role that technology plays in inducing library anxiety among international students. (Contains 21 references.) (MES)

ED 437 974 IR 057 625

Wynar, Bohdan S., Ed.
Library and Information Science Annual, 1999, Volume 7.
PUB DATE- 99
NOTE- 328p.; For the 1998 annual, see ED 422 983. Associate and Assistant Editors are Susan D. Strickland and Shannon M. Graff, respectively.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Book Reviews; Doctoral Dissertations; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Science; *Information Science Education; *Libraries; *Library Services; Optical Data Disks; Periodicals
IDENTIFIERS- Academic Computing; Knowledge Management

This comprehensive annual reviews new books and CD-ROMs for librarians. Part 1 contains four essays by prominent library and information professionals: (1) "Knowledge Management Opportunities for Libraries and Universities" (Martin Dillon); (2) "The Congress on Graduate Professional Education: Issues, Process, and Recommendations" (Ken Haycock); (3) "LIS Education: The New Dean's Perspective" (Ann E. Prentice); and (4) "Academic Libraries and Academic Computing: Recent Trends in a Changing Environment" (Paula Meise Strain and Ann E. Prentice). Part 2 presents 524 reviews of books and CD-ROMs in the following areas: general works; archives and manuscripts; automation in libraries; careers; cataloging and classification; children's and young adult literature;

Equal Opportunities (Jobs); Racial Composition; Two Year Colleges; *Women Administrators; *Womens Athletics
IDENTIFIERS- *California Community Colleges; Equal Rights

This thesis investigated the hiring trends for athletic leadership positions in California's community colleges from 1988 through 1997. The directory published by the Commission on Athletics (COA) was used to identify and gather information on athletic departments, and an Equal Employment Opportunity Survey was designed to assess the gender and ethnicity of athletic leadership positions. The California Community Colleges offer 12 men's and 10 women's intercollegiate sports to over 23,000 student-athletes. Athletic leadership opportunities for women and minorities have been limited. A literature review highlights court decisions and legislation that have played important roles in expanding opportunities in intercollegiate athletics. This study surveyed all 101 colleges holding membership in the COA. The survey contained questions about sports offered and the gender and ethnicity of athletic directors and head coaches to determine trends over the 9-year period. The proportion of women's sports offerings increased from .413 to .455. The proportion of women athletic directors increased from .188 to .261 and the proportion of women head coaches increased from .168 to .222. Changes in ethnicity over the nine-year period were not significant. Appendices include a list of California community colleges, the survey instrument, and the cover letter. Contains 16 tables and over 100 references. (RDG)

ED 437 995 JC 000 130

Academic Year Report, 1998-99.
PUB DATE- 99
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *Community Colleges; *Educational Assessment; Educational Finance; Employment; Enrollment; Government School Relationship; *Outcomes of Education; Personnel; *State Boards of Education; *Statewide Planning; Tables (Data); *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

The Academic Year Report provides a snapshot of funding, facilities, staffing, and enrollments in Washington community and technical colleges for 1998-99. The report also addresses student outcomes and the most frequently asked questions related to expenditures, personnel and students. In 1998-99, the Washington system served 457,580 total students and enrolled 147,845 full-time students (annual FTE's) each quarter. Of the FTE's, 46% were enrolled for workforce training and 38% in preparation for transfer to four-year institutions. The student body consisted of 27% minorities and 56% female students; both groups were more represented in the two-year colleges than the state population as a whole. The tuition and fees charged of full-time students was $1,515 and about one-third of eligible students received need-based aid. The system employed 11,025 FTE staff. System expenditures totaled $691.4 million and capital appropriations totaled $229.7 million. Sections of the report include: (1) "Courses Offered"; (2) "Enrollments and Student Demographics"; (3) "Student Progress and Success"; (4) "Staff"; (5) "Facilities"; (6) "Expenditures." Appendices contain full-time student tuition and fees, additional historical enrollment information, list of

IDENTIFIERS- *Europe (East Central); *European Union
This report contains 12 papers about and from a 3-day teacher and trainer training workshop that was attended by 37 individuals representing 12 European Union partner countries and 7 member states. The following papers are included: "For a Modern Organisation of Training Institutions and a Corresponding Professionalism of Teachers and Trainers" (Bernhard Buck); "Teacher and Trainer Training in the Partner Countries--First Results of a Cross-Country Review" (Soren P. Nielsen); "New Linkages between Vocational Education and Training Establishments and Their Local/Regional Environments (shortened version)" (Johanna Lasonen, Pekka Kamarainen); "Management in Education: The Implementation of Change" (Jeanny Prat); "Entrepreneurship in Education and Training" (John Konrad); "The Teacher as Facilitator of the Learning Process (shortened version)" (Dainuvite Bluma); "The Teacher as Team Worker within the Vocational Institutions" (Jette Beck Harrebye); "The Teacher as Networker across Boundaries (shortened version)" (Rimantas Laupackas, Kaestutis Pukelis, Adela Rogojinaru); "Relevance of Occupational Subject Areas for Teacher Training (shortened version)" (G. Heidegger); "The Image of Teacher Training in a Lifelong Learning Process--New Requirements in the In-service Teacher Training" (Eva Tot); and "The Vocational Teacher Training Institution as a Learning Organisation (shortened version)" (Jittie Brandsma). Some papers include substantial bibliographies. A list of participants concludes the document. (MN)

ED 437 508 CE 079 575

Special Preparatory Programme for the European Social Fund. A Composite Report on the Study Visits--Phase I.
PUB DATE- 99
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Case Studies; Conferences; Educational Administration; Educational Change; Educational Finance; Educational Planning; Educational Policy; Field Studies; Foreign Countries; Government School Relationship; International Cooperation; *International Educational Exchange; *International Programs; Partnerships in Education; Policy Formation; Postsecondary Education; Program Implementation; Secondary Education; *Strategic Planning; Trend Analysis; *Vocational Education
IDENTIFIERS- *Europe (East Central); *European Union; Impact Studies
This document reports on phase 1 of the Special Preparatory Programme for the European Social Fund (SPP-ESF), which was undertaken to gather information on the transfer and exchange of experiences from the European Union (EU) to the 10 accession countries of Central and Eastern Europe. The 2 chapters constituting the first 15% of the report examine the SPP-ESF study visits to 11 Eastern European countries and the Brussels SPP follow-up conference that reviewed the latest developments in Structural Fund reform, the European Employment Strategy and the influence these are having on the European Commission's pre-accession strategy. Among the topics discussed are the following: study methodology; criteria for selecting study countries; case study findings; and conference logistics, contents, agenda, and the evaluation questionnaire survey. The remaining 85% of the document consists of reports on the EU countries visited (Denmark, Finland, France, Germany, Ireland,

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Students; *Cognitive Processes; *Content Area Writing; Foreign Countries; Group Dynamics; Higher Education; *Learning Processes; Listening Skills; Notetaking; Reading Skills; *Reentry Students; Research Papers (Students); Speech Skills
IDENTIFIERS- Great Britain

Written for professional people returning to study, this book provides practical guidance and strategies to increase confidence, enhance skills, and develop critical awareness and creativity. Chapter 1 helps students identify reasons for return to study and their implications; examine their interpretations of what learning is; and think about questions of when and where to study. Chapter 2 examines the place of critical thinking in the process of returning to study. Chapter 3 explores ways to work effectively with peers and tutors; become aware of existing levels of personal knowledge; and improve communication of ideas and information in oral presentations. Chapter 4 considers focusing reading on key texts and authors; using strategies for making reading more efficient; assessing sources of information and their relative usefulness; and developing a bank of references and experimenting with a system of cross-referencing. Chapter 5 explores planning written work as an integral part of the study process and preparatory stages of writing. Chapter 6 addresses structuring writing to enable the reader easier access to ideas; using conventions of academic writing; and presenting written work for submission. Chapter 7 focuses on purposes that lie behind and demands of writing a dissertation; deciding how to generate and control questions to underpin the dissertation; the need to focus, plan, and develop work within particular constraints; and writing a title and abstract. Chapter 8 revisits personal interpretations of returning to study and ways of learning. The book contains 36 references, 55 suggestions for further reading, and index. (YLB)

ED 437 526 CE 079 597

Savicevic, Dusan M.
Adult Education: From Practice to Theory Building. Studies in Pedagogy, Andragogy, and Gerontagogy 37.
PUB DATE- 99
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; Adult Literacy; *Andragogy; Civil Rights; Comparative Analysis; Continuing Education; Definitions; Developing Nations; Economic Development; *Education Work Relationship; Educational Cooperation; Educational Objectives; Educational Research; Educational Theories; Educational Trends; Foreign Countries; Functional Literacy; Higher Education; Humanism; Independent Study; Individual Development; Learning Processes; *Lifelong Learning; *Literacy Education; Professional Education; Retraining; Revolution; Role of Education; Social Change; Teacher Education; Technical Occupations; *Theory Practice Relationship; Trend Analysis; Unemployment; Vocations Europe; United States; Yugoslavia
IDENTIFIERS- Europe; United States; Yugoslavia

This book summarizes the practical experiences and theoretical insights gained by the author during the past 30 years. The following are among the topics discussed: (1) literacy as a

Countries; Indigenous Populations; Influences; Instructional Materials; Literacy Education; Partnerships in Education; *Policy Formation; Postsecondary Education; *Research and Development; Research Methodology; Research Utilization; Resource Allocation; Rural Areas; Rural Education; Secondary Education; Strategic Planning; Technical Institutes; *Theory Practice Relationship; Training; Two Year Colleges; *Vocational Education

IDENTIFIERS- *Australia; Impact Studies; TAFE (Australia)

This document contains 17 case studies and other papers on the impact of research and development on decision making in Australia's vocational education and training (VET), technical and further education (TAFE), and adult and community education (ACE) sectors. The following papers are included: "Introduction" (Chris Selby Smith); "When the Backwash Dwarfs the Wave: A Case Study of the Relationships between Research, Policy and Practice Concerning Two-Way Inter-Sectoral Movement in Australia" (Barry Golding); "A Research and Development Strategy for VET in Australia" (Geof Hawke, Rod McDonald); "ACE Works" (Geof Hawke, John McIntyre); "Impact of National Reviews of Educational Research Policy" (Barry McGaw); "The Development of Traineeships and the Impact of Research" (Chris Robinson); "A Research Contribution to User Choice Policymaking" (Chris Selby Smith, Joy Selby Smith); "The Impact of Research on the Vision" (Susannah Tidemann); "The Impact of Research on the Aboriginal Rural Training Program" (Geoff Creek); "Review of the TAFE NSW (New South Wales) Resource Allocation Model and the Impact on the Sydney Institute of Technology" (Brian Jones); "Decision Making and 'Capacity Building' in Victorian Adult and Community Education Providers: The 'Forging Pathways' Learning Package" (Peter Rushbrook, Allie Clemans); "Enterprise-Based Research in Seventeen VET Providers" (Terri Seddon, Allie Clemans); "Developing a Culture of Research in a VET Provider" (Robin Sefton, Peter Waterhouse); "The Cross-Sectoral Experience: An Analysis of Credit Transfer in Victoria's Dual Sector Institutions" (Richard Trembath); "Lost in Action?: The Case of 'Are You Being Served?'" (Damon Anderson); "Doing Research: Talking Policy. The Case of Equity and VET" (Elaine Butler, Fran Ferrier); "Participant Pathways and Outcomes in Vocational Education and Training: 1992-95" (Peter Dwyer); "Literacy Levels in Australia: An Example of Zero-Impact Research" (John Foyster); "Concluding Comments" (Chris Selby Smith); "Background Paper Circulated to the Authors of Case Studies"; and "Suggested Headings for Consideration by Case Study Authors." Most papers include substantial bibliographies. (MN)

ED 437 545 CE 079 627

Kilpatrick, Sue; Crowley, Suzanne
Learning and Training: Enhancing Small Business Success.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Education Work Relationship; Educational Attainment; Educational Attitudes; Educational Change; Educational Needs; Educational Policy; Educational Quality; Foreign Countries; *Job Training; National Surveys; Needs Assessment; Organizational Climate; Outcomes of Education; Participation; Policy Formation; Postsecondary

was recommended that ETP take the following four actions: (1) continue to target its resources toward basic industries and companies that are below industry best practices; (2) encourage management reinforcement of training; (3) increase the amount of customized employer-provided training and reduce the amount of generic, training agency training; and (4) continue to attempt to measure the impact of ETP training on individual companies. (Contains 17 references and 42 tables/figures. A comparison of trainees before 1994, in 1994, and after 1994 and regression results are appended.) (MN)

ED 437 563   CE 079 651

Business Financial Occupations: Skill Standards.
PUB DATE- 98
NOTE- 137p.; For related skill standards documents, see CE 079 652, ED 406 518, and ED 411 465.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accounting; Adults; Business Education; *Business Skills; Employment Potential; *Finance Occupations; *Job Skills; *Occupational Information; Office Occupations Education; *Standards

This report organizes the information provided by 71 individuals in finance-related occupations in 11 states into skills inventories for persons in these jobs. The skills inventories contain the following sections: (1) occupation-specific knowledge (communication, mathematics, science); (2) workplace behaviors (work ethics, interpersonal relationships, teamwork, solving problems and critical thinking); (3) technical skills--core skills (planning and organizing, verifying and maintaining records, performing clerical duties, using software applications, accounting functions, banking operations, loan activities, communications); and (4) technical skills--occupation-specific (accounting and tax preparation, tax preparers, banking operations, investment activities, loan procedures). The guide also contains a skill standards matrix and appendixes that provide survey results, an equipment and software list, and a management occupations matrix. (KC)

ED 437 564   CE 079 652

Business Management Occupations: Skill Standards.
PUB DATE- 98
NOTE- 106p.; For related skill standards documents, see CE 079 651, ED 406 518, and ED 411 465.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; *Business Administration Education; Business Skills; *Employment Potential; *Job Skills; Management Development; *Occupational Information; Office Occupations Education; *Standards

This report organizes the information provided by 77 individuals in business management occupations in 12 states into skills inventories for persons in these jobs. The skills inventories contain the following sections: (1) occupation-specific knowledge (communication, mathematics, science); (2) workplace behaviors (work ethics, interpersonal relationships, teamwork, solving problems and critical thinking); and (3) technical skills--core skills (planning for the business; managing personnel; maintaining facilities, equipment, and supplies; managing operations and production; performing marketing

ED 437 583 CE 079 722

Levesque, Karen; Lauen, Doug; Teitelbaum, Peter; Alt, Martha; Librera, Sally
Vocational Education in the United States: Toward the Year 2000. Statistical Analysis Report.
PUB DATE- 00
NOTE- 487p.; Project officer is Dawn Nelson.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Academic Persistence; *Articulation (Education); Change Strategies; College Bound Students; Economic Change; *Education Work Relationship; Educational Attainment; Educational Change; Educational Needs; *Educational Trends; Employer Attitudes; Employment Patterns; Employment Practices; Employment Qualifications; Enrollment Trends; Graduate Surveys; Job Skills; Job Training; Labor Market; Noncollege Bound Students; *Outcomes of Education; Postsecondary Education; Productivity; Secondary Education; *Student Characteristics; Student Participation; Tables (Data); Teacher Qualifications; Teaching Experience; Technological Literacy; Trend Analysis; Two Year Colleges; *Vocational Education; Vocational Education Teachers; Work Attitudes; Work Experience Programs
IDENTIFIERS- ducation; Vocational Education Teachers; Work Attitudes; Work Experience Programs

The National Center for Education Statistics conducted a comprehensive analysis of the current context of vocational education (VE), employer perspectives on VE, trends in secondary and postsecondary VE, the academic preparation of students participating in VE, relevant school reform efforts, and VE students' transitions after high school. Among the main findings of the analysis were: (1) most employers of employees who had participated in work-based learning reported that those employees were superior to comparable new employees in terms of productivity and attitude; (2) high school students' participation in VE generally declined between 1982-1994; (3) the academic preparation of high school students participating in VE increased in 1982-1994; (4) vocational concentrators had lower overall rates of postsecondary completion than their peers; (5) vocational concentrators were more likely to be in the labor force 2 years after graduation than their college preparatory peers were; and (6) vocational concentrators and students completing general coursework in high school had similar labor market outcomes 10 years after graduation from high school. (Appendixes constituting approximately 50% of this report contain the following: 116 standard error tables; data sources and technical notes; and glossary. (Contains 37 references and 161 tables/figures.) (MN)

ED 437 584 CG 029 680

Dixon, Charlotte G., Ed.; Emener, William G., Ed.
Professional Counseling: Transitioning into the Next Millennium.
PUB DATE- 99
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Counseling; Counseling Services; *Counselor Training; Cultural Pluralism; Health Maintenance Organizations;

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling Techniques; *Crisis Intervention; Elementary Secondary Education; *High Risk Students; *Prevention; Program Descriptions; *School Role; Schools; *Suicide; Youth
IDENTIFIERS- *Adolescent Suicide

This guide lists information and resources concerning school interventions to prevent youth suicide. Part 1 includes articles related to youth suicide, depression, and violence, along with a listing of basic facts, statistics, and myths about suicide. A general model of youth suicide is included followed by information on prevention. Part 2 contains information on identifying and addressing risk, risk and protective factors, a suicide assessment checklist, and criteria for diagnosis. Part 3 addresses specific responses to suicidal crises. It also contains descriptions of 15 training programs for community members, teachers, and school staff. The goal of these programs is to train individuals to identify youth at risk of suicidal behaviors and refer them to the appropriate sources of help. This section closes with an overview of various counseling approaches. The guide concludes with an annotated bibliography and list of Web sites from the University of California Los Angeles (UCLA) Center for Mental Health in Schools Training and Technical Assistance Center. (Contains approximately 110 print and Web resources.) (GCP)

ED 437 604 CS 013 737

The Price We Pay for Illiteracy. Hearing of the Committee on Labor and Human Resources on Examining Educational Goals, Focusing on Literacy. United States Senate, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 98p.; Some figures contain illegible print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educationally Disadvantaged; Hearings; *Illiteracy; *Reading Skills; *Remedial Reading; *Workplace Literacy
IDENTIFIERS- Congress 105th; Health Communication; *Literacy as a Social Process; *Literacy Assessment

This document presents the transcript of Congressional hearings held before the Committee on Labor and Human Resources on the scope and implications of illiteracy in the United States and on school and adult programs addressing literacy. After opening statements of the Hon. James M. Jeffords and the Hon. Christopher J. Dodd, the transcript for the hearing on the implications of illiteracy includes the texts of oral statements and prepared statements by the following individuals or organizations: Enrique Ramirez, Andy Hartman, Jean DeVard-Kemp, John P. Comings, and Richard C. Wade. Contains additional articles, "Understanding Health Literacy: New Estimates of the Costs of Inadequate Health Literacy" by Robert B. Friedland and Greg O'Neill, and a letter of Robert B. Friedland to the Hon. James M. Jeffords including a summary of research presented in the aforementioned article. (EF)

ED 437 605 CS 013 808

Cook, Charles C.; Shumer, Robert
Literacy and Service-Learning. A "Links" Piece, Connecting Theory

LANGUAGE- Spanish

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Early Childhood Education; *Emergent Literacy; *Family Environment; Learning Activities; *Parent Child Relationship; Parent Participation; *Parents as Teachers; *Reading Attitudes; Reading Motivation; *Writing Attitudes; Young Children

Based on the idea that parents are the first and most important teachers of their children's literacy, this booklet offers 101 practical and fun-to-do activities that children and parents can do together. The activities in the booklet are organized to fit the way parents tend to think about their time with their children: in the nursery; at bedtime; on the road; and watching television. (RS)

ED 437 625 CS 013 837

Thogmartin, Mark B.

Teach a Child To Read with Children's Books. Combining Story Reading, Phonics, and Writing To Promote Reading Success. Third Edition.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 00

NOTE- 242p.; Foreword by Jim Trelease. Published with EDINFO Press. See ED 413 577 for the second edition.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Beginning Reading; *Childrens Literature; Childrens Writing; Early Childhood Education; Home Study; Individual Instruction; *Parent Child Relationship; *Parent Participation; Parent Role; Phonics; Reading Aloud to Others; *Reading Instruction; Reading Motivation; *Reading Writing Relationship; Tutoring; Young Children

IDENTIFIERS- *Trade Books

This guide shows parents how to combine story reading, phonics, and writing to help their children develop into skilled and motivated readers. The guide discusses how to prepare children for reading success; how to use children's literature to promote learning and enjoyment; why combining book experiences and phonics is better than using either approach alone; ways to use writing to enhance children's reading progress; why reading aloud is important; and which books to use and where to find them. Chapters in the guide are: (1) "The 'Great Debate'"; (2) "Acquiring Language and Learning To Read"; (3) "Early Readers: What Can They Teach Us?"; (4) "What Works? One Successful Program"; (5) "Using 'Real Books' in Your Program"; (6) "Preparing for Formal Lessons"; (7) "Book Reading and Strategy Development"; (8) "Learning about Letters, Sounds, and Words"; (9) "Story Writing in the Reading Lesson"; and (10) "Putting It All Together: A Sample Lesson." Contains 79 references. Appendixes present a 600-item bibliography of children's trade books; a special note for Christian educators; and advice on establishing a tutoring project. (RS)

ED 437 626 CS 013 838

NOTE- 0p.; Produced by the Idaho Literacy Project. Distributed by the International Reading Association.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Early Childhood Education; Parent Child Relationship; *Reading Aloud to Others; *Reading Habits; Story Reading; Videotape Recordings

This 13-minute videotape describes how reading to children from the time they are born can help them become enthusiastic, active readers. It shows parents and children reading together in a variety of settings. It is designed for use in schools, day care centers, and for parent organizations to use in parent meetings. (RS)

ED 437 649 CS 013 862

Neuman, Susan B., Ed.; Roskos, Kathleen A., Ed.
Children Achieving: Best Practices in Early Literacy.
PUB DATE- 98
NOTE- 337p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Beginning Reading; *Culturally Relevant Education; Disabilities; Early Childhood Education; *Emergent Literacy; Inclusive Schools; Parent Participation; Professional Development; *Reading Instruction; *Reading Skills; *Student Needs; Writing Skills
IDENTIFIERS- *Literacy Assessment; Reading Theories

This book addresses questions of how early literacy instruction can meet children's diverse needs and provide essential skills. The focus is on issues of theory and practice for children ages 2 to 8 in prekindergarten through third grade. Each chapter examines and describes practices surrounding a critical issue in early literacy. Chapters in the book are: (1) "How Can We Enable All Children To Achieve?" (Susan B. Neuman); (2) "What Is Developmentally Appropriate Practice in Early Literacy?: Considering the Alphabet" (Judith A. Schickedanz); (3) "'I No EvrethENGe': What Skills Are Essential in Early Literacy?" (Beth Roberts); (4) "How Do We Teach Literacy to Children Who Are Learning English as a Second Language?" (Diane Barone); (5) "How Do We Provide Inclusive Early Literacy Instruction for Children with Disabilities?" (David A. Koppenhaver, Stephanie A. Spadorcia, and Karen A. Erickson); (6) "How Can We Provide for Culturally Responsive Instruction in Literacy?" (Patricia A. Edwards and Heather M. Pleasants); (7) "How Can We Foster Children's Early Literacy Development through Parent Involvement?" (Peter Hannon); (8) "How Do We Motivate Children toward Independent Reading and Writing?" (Lesley Mandel Morrow and Linda B. Gambrell); (9) "How Do We Teach Literature to Young Children?" (Lea M. McGee); (10) "What Is the Role of Computer-Related Technology in Early Literacy?" (Linda D. Labbo and Gwynne Ellen Ash); (11) "How Do We Foster Young Children's Writing Development?" (Renee M. Casbergue); (12) "How Do We Assess Young Children's Literacy Learning?" (Terry Salinger); and (13) "How Do Practicing Teachers Grow and Learn as Professionals?" (Kathleen A. Roskos and Carol Vukelich). An appendix presents descriptions of more than 150 learning resources for young writers and readers. Each chapter contains references. (EF)

Aloud to Others
IDENTIFIERS- Phonemic Awareness; *Phonological Awareness

This book addresses common questions to enable teachers to make informed decisions about the appropriateness of integrating phonological awareness activities into their language arts programs. The primary purpose is to call attention to recently published (mid to late 1990s) children's literature that can be used to foster children's understandings of phonological awareness in enjoyable and meaningful contexts. The first chapter addresses common questions about phonological awareness, why there is so much concern about it, and why many people are confused by it. The first chapter closes with best practices for fostering phonological awareness and suggestions for how to use the book. Chapters 2 through 7 provide annotations of over 350 current works of children's literature that can be used to foster phonological awareness. All of the works annotated feature some sort of language play; lend themselves to further language exploration activities and book extension ideas; provide content appropriate for young children; are intended as read-alouds; are authentic texts; and can be purchased from retailers or can be found in local libraries. The works are divided into chapters on rhyming texts, alliterative texts, repetitive texts, poetry texts, song texts, and "goofy" texts. Chapter 8 provides 30 phonological awareness activities. (Contains 54 references.) (RS)

ED 437 670 CS 216 994

Herrington, Anne J.; Curtis, Marcia
Persons in Process: Four Stories of Writing and Personal Development in College. Refiguring English Studies Series.
PUB DATE- 00
NOTE- 444p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *College Students; Developmental Stages; Higher Education; Longitudinal Studies; *Writing Attitudes; *Writing (Composition); Writing Processes; Writing Research
IDENTIFIERS- Academic Discourse; Identity (Psychological)

Drawing on psychological, sociolinguistic, and discourse theories, this book shows how students use writing not only as a vehicle for participating in the academic world but also as a means of fashioning their own private and public identities. It presents case studies of four students during their years at a large, public university. The case studies are based on extensive interviews with each student, analyses of their writing for composition and other courses, classroom observations, and interviews with their teachers. It provides insight into the ways that students' academic and personal uses of writing inflect each other, as well as ways that, in responding to students writing, teachers can help as well as hinder these interrelated developmental processes. Chapters in the book are: (1) Shaping the Study; (2) Claiming the Essay for Himself: Nam; (3) Composing a Self He Can Live With: Lawrence/Steven; (4) Understanding Personal/Academic Connections: Rachel; (5) "A Bilingual and Social Struggle": Francois; and (6) Persons in Process and Possibilities for Teaching. Appendixes contain interviewing descriptions and other details of the study, and syllabi of basic and college writing courses, 1989-90. (Contains 97 references.) (RS)

ED 437 671 CS 510 188

of motives students use when communicating with their instructors. The purpose of this study was to examine further students' motives for communicating with their instructors by considering both students' sociocommunicative orientation and instructors' socio-communicative style. Also of interest was whether men and women differ in their motives for communicating with their instructors. Subjects, 225 students enrolled in introductory communication courses, completed questionnaires. Students classified as competent communicators communicated more for the motives of relational, functional, excuse-making, and participation. Students classified as submissive communicators communicated more for the motive of sycophancy. Students reported communicating more frequently for functional purposes with teachers they perceived as having submissive and competent communicator styles. Male students reported communicating more for relational and sycophantic reasons while female students reported communicating more for functional reasons. Contains 39 references and 2 tables of data. (Author/RS)

ED 437 692 CS 510 218

Martin, Matthew M.; Mottet, Timothy P.; Myers, Scott A.
The Relationships between Students' Motives for Communicating with Their Instructors and Affective and Cognitive Learning.
PUB DATE- 99
NOTE- 30p.; See CS 510 217 and EJ 581 443 for related documents.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Higher Education; *Interpersonal Communication; *Motivation; *Student Attitudes; *Teacher Student Relationship; Undergraduate Students; Validity
IDENTIFIERS- *Communication Behavior

Recently, Martin, Myers, and Mottet (1999) introduced a measure for the motives students have for communicating with their instructors. The purpose of this study was to further examine students' motives for communicating in the classroom and to further refine this measure. Additionally, measures of affective and cognitive learning were used to establish validity for the new measure. The five motives students use to communicate with their instructors were relational, functional, excuse, participation, and sycophancy. Subjects were 259 students enrolled in introductory communication courses. Analyses resulted in a revised 30-item, five factor (six items per factor) measure. The motives of relate, functional, and participation tended to be positively correlated with learning while there were no significant relationships between excuse and sycophancy with learning. Contains 76 references and 2 tables of data. (Author/RS)

ED 437 693 CS 510 219

Mottet, Timothy P.
The Role of Sexual Orientation in Predicting Outcome Value and Communication Behaviors.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; *Homosexuality; *Interpersonal Communication; Predictor Variables; *Student Attitudes

All of the states 138 K-12 public school systems were surveyed. Results from the local-government surveys indicate that $13.7 billion is needed for infrastructure projects and improvements. These improvements included transportation projects, capital-improvement plans, mandated requirements, and water and wastewater accounts. The K-12 public education survey uncovered infrastructure needs totaling $2.5 billion. Needed improvements include basic repairs to bring all schools up to at least a "good" condition. Thirty-five appendices provide further information. (RJM)

ED 437 713 EA 030 142

Obisesan, Anthonia A.; Cooper, Bruce S.
Leadership and Knowledge for Change: Toward Continuous Improvement--In School Districts of the Future.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Educational Administration; *Educational Improvement; Elementary Secondary Education; *Instructional Leadership; *Policy Formation; School Culture; School Districts; School Effectiveness
IDENTIFIERS- *Continuous Improvement

This paper discusses the critical link between leadership and change. It describes three public-school organizations' reform efforts, basing its discussion on the leaders who guided the schools. The paper claims that the role of leadership must include the art of leading and changing, and it focuses on how to understand influence, paradigm shifts, and the workers' importance as they adapt their understanding of Quality Management (QM) to a working structure. The leaders profiled here designed the changes, based on their understanding of QM, by inventing a new structural framework that focused on people as the organization's greatest asset. Each leader designed the implementation differently, using the practical team structure in a consensus of one culture. The team's management system replaced the one-man model of decision-making in each of the districts. Some of the characteristics associated with leadership for change included a commitment to a continuous self-development that promotes a vision for the future and a desire for principals to lead the school administrative team and to formulate a mission statement with a focus on the central-office mission. All the schools' goals reflected the district mission and goals, and each staff member supported the institutional goal. (Contains 18 references.) (RJM)

ED 437 714 EA 030 185

Dayton, John; Arnau, Lea M.
Special Education Law: A Review and Analysis. FOCUS on Legal Issues for School Administrators, 1999.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); Court Litigation; Educational Administration; Elementary Secondary Education; Legal Responsibility; *School Law; *Special Education; State of the

resources and information on components of comprehensive school-reform programs. (Contains 12 references.) (RJM)

ED 437 733 EA 030 217

Hackney, Catherine Eggleston
Voices of Women at Entry Level Positions of Educational Administration.
PUB DATE- 98
NOTE- 20p.; Copyright 1998 by Advancing Women in Leadership. Reproduced with permission from the publisher. Available online only.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; Employment Opportunities; Entry Workers; Females; Instructional Leadership; *Organizational Climate; Sex Bias; *Women Administrators

This paper examines the effects of organizational culture on women's professional lives. It focuses on women in entry-level positions in educational administration and explores the interaction of organizational attitudes and expectations with the participants' personalities, epistemological positions, work needs, performance self-esteem, and sense of self-empowerment. The 24 participants for the study were selected from 135 women enrolled in the educational-administration leadership-preparation programs at a large, Southeastern university. Each woman was given a semi-structured ethnographic interview through which the events, beliefs, attitudes, and policies that had shaped and were shaping her professional life were explored. Guiding questions included "Are the organization's beliefs, attitudes, and role expectations in conflict or in congruence with these women's personalities, epistemological positions, and work needs?" and "Do these women feel a sense of power over their own careers or do they feel that others in the organization control what will happen to them professionally?" The results show that the nature of the organization can influence the relationship between the individual's psychosocial needs, her performance self-esteem, and the sociocultural context of the organization. The congruence between the individual's needs and the goals of the organization promotes not only psychological well-being, but greater attainment of organizational goals. (Contains 23 references.) (RJM)

ED 437 734 EA 030 218

Shepard, I. Sue
Perception Is Reality: Perceptions of Employment Characteristics of Women in Administration.
PUB DATE- 98
NOTE- 9p.; Copyright 1998 by Advancing Women in Leadership. Reproduced with permission from the publisher. Available only online. Tables are not included in ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Boards of Education; Educational Administration; Elementary Secondary Education; Females; *Longitudinal Studies; Sex Bias; Superintendents; *Women Administrators

A 1996 follow-up survey to a 1978 study was conducted to include the following: provides sound feedback, has brightly colored surfaces with high contrast colors, provides surfaces that are interesting to touch, stimulates thinking by requiring specific actions or problem solving, relates to a child's physical or social environment, stimulates and encourages reaching and movement, and provides fun and enjoyment. Toys are grouped into the following categories: (1) toys that light up or sing; (2) toys that catch your eye; (3) toys that shake, rattle, and roll; (4) switch toys; and (5) toys for the creative artist. Also listed are addresses and telephone numbers of eight catalog resources. Each toy listing includes a picture, the name of the manufacturer, cost, and special features. (DB)

ED 437 752 EC 307 600

Mississippi Services for Children and Youth with Deaf-Blindness, 10/1/95-9/30/99. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 205p.; The "Watch Me Grow" development wheel not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Deaf Blind; Delivery Systems; *Disability Identification; *Early Intervention; Elementary Secondary Education; Family Programs; Infants; Inservice Education; Parent Education; Postsecondary Education; Preschool Education; *Program Evaluation; Services; *Technical Assistance; Toddlers
IDENTIFIERS- *Mississippi

This final report describes activities and accomplishments of a four-year federally supported program to implement and evaluate services to children with deaf-blindness in Mississippi. The program focused on three major goals: (1) identification of eligible participants and maintenance of the Deaf-Blind Registry and census update; (2) provision of family/early interventionist training and interagency collaboration for assessment, referral, and implementation of early intervention services for infants and toddlers; and (3) provision of cost-effective technical assistance activities to families, service providers, and agencies with an emphasis on vision/hearing, communication, functional skills, inclusion, and adult transition. The project's activities and services were provided to approximately 150 infants, children, and youth, their families, and service providers. The report describes activities and outcomes for each objective under these three goals. Six appendices include the Deaf-Blind Registry referral/census update packet, program products, technical assistance forms and procedures, information about the project's Web site, the management by objectives guide, and a list of the program's advisory board members. (DB)

ED 437 753 EC 307 601

Washington State Services for Children with Deaf-Blindness, October 1, 1995-September 30, 1999. Final Project Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99

Successfully with Your Gifted Youngster" (Judith Roseberry); (24) "Labeling: To Tell or Not To Tell" (Paul Plowman); (25) "What Parents Need to Know about Curriculum Differentiation" (Kathleen Patterson); (26) "School to Work" (Louise Stevens); (27) "Creative Ways To Identify Talent in Your K-3 Classroom" (Joan Franklin Smutny); (28) "Understanding and Encouraging Young Gifted Children: Social and Emotional Issues" (Elizabeth Meckstroth); (29) "Brain Development and the Importance of Early Stimulation" (Barbara Clark); (30) "Advocating for Young Gifted Children at School" (Sally Y. Walker); (31) "Portfolios: Documenting the Needs of Young Gifted Learners" (Bertie Kingore); and (32) "Music Education for the Young Gifted" (Kayleen Asbo). Each issue includes curriculum ideas and book reviews. (CR)

ED 437 770 EC 307 618

Everson, Jane M.; Reid, Dennis H.
Person-Centered Planning and Outcome Management: Maximizing Organizational Effectiveness in Supporting Quality Lifestyles among People with Disabilities.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Adults; *Agency Role; Change Strategies; Delivery Systems; *Disabilities; *Human Services; Measures (Individuals); *Organizational Change; Organizational Effectiveness; Organizational Theories; *Outcomes of Treatment; Program Evaluation; Rehabilitation Programs; Self Evaluation (Groups)
IDENTIFIERS- *Person Centered Approach

This text describes how human service personnel can best determine the desires of consumers with disabilities and how human service agencies can provide optimal support. This book is a synthesis of knowledge about the outcomes of the lives of people with disabilities and how human service agencies operate. While the first area of concentration is about support for people with disabilities, the second focus is on the application of outcome management and ways to maximize the effectiveness of human service agencies. The book is organized into four sections. The first section is an overview of what constitutes person-centered planning and outcome management (chapters 2 and 3). The second section (chapters 4-11) is a detailed description of how the values, processes, and strategies of person-centered planning and outcome management are used collaboratively to maximize effectiveness, including step-by-step procedures for designing, managing and operating human-service agencies. The third section (chapter 12) provides a summary discussion of some of the most frequently encountered obstacles to managing human services. The fourth and final section includes an appendix of an instrument that can be applied in agencies to assess and improve operational success. Within each chapter, methods of providing support and services are described in day-to-day matters. The successes and common obstacles are discussed within each type of case illustration. Using examples of individuals with disabilities and their families, person-centered planning has been applied to relevant

Programs; Young Adults
IDENTIFIERS- *Indiana; *Usher Syndrome

This final report describes activities and accomplishments of the Indiana Deaf-Blind Services Project, a 4-year federally funded project to enhance and further develop coordinated direct services to children and youth, birth through 2 and ages 18 through 21. The project also was designed to provide technical assistance to public and private agencies serving children with deaf blindness and their families. The study identified and tracked 207 children and youth with deaf-blindness through community agency and public school programs. Inservice training workshops on such topics as communication, functional curriculum, integration, and Usher Syndrome were conducted. Over 800 items were entered into a materials resource center for distribution statewide. An existing mentor teacher training project was expanded. Parent support weekends were conducted for families of children with deaf-blindness. A 2-day statewide workshop on assessment and evaluation of infants and toddlers with deaf-blindness was conducted. Additional workshops provided transition plan training. The project also coordinated information and training regarding technology with the state's technology project. Various brochures and newsletters were developed and distributed. Individual sections of this report describe the project's purpose, goals and objectives, accomplishments, outcomes, problems, impact, and budget. Two videotapes on screening for and diagnosing Usher Syndrome are included. (CR)

ED 437 789 EC 307 639

Murray-Branch, Jamie; Bailey, Brent R.; Poff, Lisa E., Ed.
Textures as Communication Symbols.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Indiana State Dept. of Education, Indianapolis. Div. of Special Education.
PUB DATE- 98
NOTE- 45p.; For related documents see EC 907 636-638.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Augmentative and Alternative Communication; Children; *Communication Aids (for Disabled); Communication Skills; *Deaf Blind; Generalization; *Interpersonal Communication; *Manipulative Materials; Multiple Disabilities; *Tactile Stimuli; Tactual Perception
IDENTIFIERS- *Texture (Objects)

Designed for teaching the related services staff, residential care providers, and families of individuals with severe hearing and vision impairments, this booklet explains the issues related to developing a communication system using textures. The texture symbols described are intended for use by individuals with dual sensory and multiple disabilities. The first section of the guide includes an overview of the sense of touch and the use of textures. It also provides guidelines for who should use textured symbols. The next section provides guidelines for choosing materials and activities. In addition, there is information on making textured symbols and display formats. The four phases of instruction are then outlined, including: (1) creating an association between a textured symbol and a referent; (2) teaching a requesting behavior; (3) practicing textured symbol use within functional activities;

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Air Pollution; Equipment; Facility Improvement; *Laboratories; *Occupational Safety and Health; Problem Solving; *Ventilation
IDENTIFIERS- *Chemical Solutions; *Indoor Air Quality

This paper presents air quality and ventilation data from an existing chemical laboratory facility and discusses the work practice changes implemented in response to deficiencies in ventilation. General methods for improving air quality in existing laboratories are presented and investigation techniques for characterizing air quality are described. The paper also reviews major design considerations for good indoor air quality in new laboratories; two recently designed projects are used as examples. The program document, used by architects and engineers to design a building according to the requirements of the facility's users, is explained as it relates to indoor air quality. Further discussed is how the program information is translated into design strategies and equipment selection for good indoor air quality. The paper concludes with a summary of conditions which often contribute to poor air quality in laboratories and suggestions for addressing these situations. (GR)

ED 437 809 EF 005 523

Hill, Alva L.; Lawrence, Jerry
Daylighting Update: A Brief Guide to the Process of Designing Energy Conserving Schools through the Use of Daylighting.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Educational Facilities Design; Elementary Secondary Education; *Energy Conservation; *Light; Planning; Public Schools
IDENTIFIERS- Standardization

In recent years one of the most prevalent requests directed to design architects by teachers and administrative personnel is to include in the architectural program for their new school provisions for admitting more daylight into their classrooms. This guide by the American Institute of Architects National Committee on Architecture for Education explores the dilemma of lighting standards in schools; natural lighting and energy consumption; the inclusion of daylighting in the design process; and the tools needed in the pre-design and design phases. Also discussed are various daylighting techniques and strategies and the design principles that have evolved based on the lessons learned from recent studies. Final comments explore the opportunities for upgrading an existing school's ability to conserve energy beyond designers' expectation for daylight entry. (GR)

ED 437 810 EF 005 588

Renovating Early and Middle 20th Century Schools Conference (St. Louis, Missouri, June 24-26, 1999).
PUB DATE- 99

Francais langue premiere (Language Production Models. French--Grades 1-3. French as a First Language).
PUB DATE- 99
NOTE- 380p.; Videotape not available from ERIC.
LANGUAGE- French
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; *Evaluation Criteria; Foreign Countries; *French; *Language Skills; *Language Tests; Listening Comprehension; Native Language Instruction; Primary Education; Public Schools; Reading Skills; Skill Development; Speech Skills; *Student Evaluation; Testing; Videotape Recordings; Writing Skills
IDENTIFIERS- Alberta

The materials in this document present the results of a study of French native language testing in Alberta (Canada) public schools for grades 1-3 based on the curriculum instituted in 1998. As a result of the study, this collection was developed for grades 1-3 students who should be taught French as a first language. A separate section is devoted to each grade, and a videotape recording accompanies the materials. The document contains an introductory section describing the target audience and the materials' intent to bring language instruction and student evaluation into close correspondence. Subsequent sections are devoted to each language skill (listening, speaking, reading, writing). Each of these sections describes a specific assessment task, provides guidance to the instructor in directing the task and evaluating student performance, presents examples of student work, with commentary, and offers an analysis of the strengths and weaknesses of the assessment task and of the results obtained with it. (MSE)

ED 437 833 FL 026 106

Modeles de rendement langagier. French Language Arts-- 1re annee-3e annee. Francais langue seconde--immersion (Language Production Models. French Language Arts-- Grades 1-3. French as a Second Language--Immersion).
PUB DATE- 99
NOTE- 368p.
LANGUAGE- French
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; Evaluation Criteria; Foreign Countries; *French; *Immersion Programs; *Language Skills; *Language Tests; Listening Comprehension; Primary Education; Public Schools; Reading Skills; Second Language Instruction; Skill Development; Speech Skills; *Student Evaluation; Testing; Videotape Recordings; Writing Skills
IDENTIFIERS- Alberta

The materials in this document present the results of a study of French second language immersion testing in Alberta (Canada) public schools for grades 1-3 based on the curriculum instituted in 1998. As a result of the study, this collection was developed for grades 1-3 students who need to be taught French as a second language. A separate section is devoted to each grade, and a videotape recording accompanies the materials. The document contains an introductory section describing the target audience and the materials' intent to bring language instruction and student evaluation into close

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; English (Second Language); *Evaluation Methods; Second Language Instruction; Second Language Learning; *Student Evaluation; Teaching Methods

This paper discusses some major assessment issues (purpose, focus, setting, stakes, and stakeholders of assessment), the procedures used in assessment, and how cooperative learning (CL) may be used in the assessment procedures. Instruction, learning, assessment, and evaluation are all interrelated. Teachers are responsible for instructing students to create learning, which is assessed in order to verify that learning is taking place and to improve the effectiveness of instruction. There are three purposes for assessment--diagnostic, formative, and summative. It takes place in artificial settings (classrooms) and in authentic settings (the real-world). Stakes can be high or low. The stakeholders include students and parents, teachers, administrators, policymakers, colleges, and employers. CL groups present unique and important opportunities and benefits for instruction, assessment, and the reporting of results. For example, homework may be checked in cooperative groups. While this occurs, teachers can be gathering useful observational data about the quality of the explanations and intellectual interchange among group members, which offers them clues as to the current competence of the students and the success of his or her instruction. Other CL assessment techniques include peer editing of compositions, oral presentations, and accumulation of portfolios. CL groups provide the setting, context, and environment in which assessment becomes part of the instructional process and students learn almost as much from assessing their own and their classmates' work as they do from participating in instructional activities. (KFT)

ED 437 853 FL 026 129

Joritz-Nakagawa, Jane
A Cooperative Performance Test for Japanese University Conversation Classes.
PUB DATE- 99
NOTE- 11p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); *Cooperative Learning; *English (Second Language); Foreign Countries; Higher Education; *Language Tests; *Oral Language; Second Language Instruction; Second Language Learning; Teaching Methods; Testing
IDENTIFIERS- Japan

This document discusses a test devised for a university level English-as-a-foreign-language (EFL) course that tests students' conversational ability. The test has been used successfully in a Japanese university English communication class over three years. Learning not only to speak but to listen and respond appropriately to others is also an important measure of how well one communicates orally in a foreign language. In brief, the test requires students in groups to prepare and practice a conversation evaluated by the teacher. It is a performance assessment, by definition a type of alternative assessment, requiring students to demonstrate knowledge and skill. This

ED 437 873 HE 032 706

Gonzalez, Kenneth P.
Campus Culture and the Experiences of Chicano Students in Predominantly White Colleges and Universities. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Environment; Diversity (Student); Dropout Research; *Educational Environment; Higher Education; Hispanic Americans; *Minority Groups; School Culture; School Effectiveness; *Student Attrition; Student College Relationship; Student Subcultures; Withdrawal (Education)
IDENTIFIERS- *ASHE Annual Meeting; *Chicanos

This study sought to uncover elements of campus culture at a large, predominantly white metropolitan university in the Southwest which hinder or support Chicano student persistence. Because the concept modeling research design required complete immersion in the lives of students, the number of participants was limited to two. The two students selected were both first-generation students from working-class families where Spanish was spoken at home, and who lived in predominantly minority communities. These criteria were chosen because Chicano students with such characteristics show high levels of premature departure from college. Data was collected over a period of two years and involved "shadowing," or observing participants' daily activities for a 6- to 8-hour period approximately once a month, monthly audiotaped interviews, and student journals. Data analysis identified three elements of campus culture, broadly categorized as: the social world; the physical world; and the epistemological world. It was found that within each of these elements of campus culture, the dominant white culture communicated the message that a Chicano presence was unimportant, not valued, and did not belong. The findings also described limited, but important, sources of support for Chicano students, including Chicano student organizations; symbols representing Chicano culture; Chicano studies, faculty, and literature; and students' families. (Contains 35 references.) (CH)

ED 437 874 HE 032 707

Taylor, Janis Swenson
America's First People: Factors Which Affect Their Persistence in Higher Education. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *American Indians; College Environment; Diversity (Student); Dropout Research; *Educational Environment; *Higher Education; Minority Groups;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Archives; Cultural Activities; *Dance; Fine Arts; Information Sources; Information Storage; *Preservation; Special Libraries; User Needs (Information)

The great research collections of the United States have resulted, in part, from a long and productive collaboration among scholars, librarians, and archivists. This booklet focuses on the documentation of, access to, and preservation of dance heritage. It discusses the cultural and intellectual value of dance and articulates what elements of dance should be recorded and made accessible so that scholars, performers, creators, and the public can grasp fully the rich history of human expression embodied in dance. It also explores the various strategies used for making those resources accessible and the challenges of preserving the fragile media on which these sources are recorded. (Contains five figures and 78 references.) (AEF)

ED 437 894 IR 019 840

Pattison, Sherry
How Information Technology Is Changing Education. Literature Review: Societal Factors Affecting Education.
PUB DATE- 99
NOTE- 31p.; ED.D. Literature Review, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; Computer Software; *Computer Uses in Education; Cooperative Learning; *Educational Change; *Educational Technology; Higher Education; Information Services; Information Technology; Instructional Development; Instructional Improvement; Instructional Materials; Teacher Role; Telecommunications
IDENTIFIERS- Technology Role

New technology, which is eliminating the barriers of time and distance, is also challenging the existence of traditional, geographically based campuses and curriculum based on textbooks. Universities need to update curriculum to conform to changes in the teacher's role from provider of knowledge to facilitator of life-long learning. Technological tools facilitate virtual meetings and group collaboration, and are motivating students to participate in their education. Tools are connecting students to colleagues, teachers, universities and libraries and are improving course quality by widening cohort groups. Technology provides an opportunity to make a university attractive by offering customers a unique service. This literature review paper looks at the four information technology fields (computer hardware, computer software, communications, and information services) which are changing the way people communicate, teach, and learn. It describes the change in the way knowledge is shared and delivered and looks at teachers' new role in education. The paper reviews the new technological tools that are being used to improve course quality and to provide distance education, looking at the advantages and problems that these tools cause. (Contains 67 references.) (Author/AEF)

ED 437 895 IR 019 842

Wegner, Scott B.; Holloway, Kenneth C.; Wegner, Sandra K.

"Assessment of Information & Technology Skills," including effectiveness and efficiency, forms and context for assessment, ways of assessing, Big6 scoring guides, and self-assessment. Part 2 presents the Big6 in action through TIPS (Teaching Information Problem-Solving) explanations, sample integrated lesson plans, and Big6 activities for each of the Big6 stages: (1) Task Definition; (2) Information Seeking Strategies; (3) Location & Access; (4) Use of Information; (5) Synthesis; and (6) Evaluation. TIPS for introducing the Super3 are also provided. Appendices include a comparison of information skills process models and the "Big6 Song." Contains an index. (MES)

ED 437 915 IR 019 875

Shelly, Gary B.; Cashman, Thomas J.; Gunter, Randolph E.; Gunter, Glenda A.
Teachers Discovering Computers: A Link to the Future, Web and CNN Turner Learning Enhanced. Shelly Cashman Series.
PUB DATE- 99
NOTE- 448p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Security; Computer Software; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Internet; Multimedia Instruction; Multimedia Materials; Teacher Education; Telecommunications; Textbooks; *World Wide Web
IDENTIFIERS- Cable News Network; *Technology Integration; Web Sites

Intended for use in an introductory computer course for educators, this textbook contains the following chapters: (1) "Introduction to Using Computers in Education"; (2) "Communications, Networks, the Internet, and the World Wide Web"; (3) "Software Applications for Education,"; (4) "Hardware Applications for Education"; (5) "Using Multimedia in Education"; (6) "Education and Technology Integration"; (7) "Integrating Educational Technology into the Curriculum"; and (8) "Security Issues, Ethics, and Emerging Technologies in Education." The World Wide Web is integrated into the book in terms of corresponding or suggested Web pages to obtain additional information. An instructor's support package, consisting of two CD-ROM packages (for Windows and Mac) entitled "Teaching Tools" and "Course Presenter," accompanies the textbook. Contains an index. (MES)

ED 437 916 IR 019 876

Molnar, Alex
Integrating the Schoolhouse and the Marketplace: A Preliminary Assessment of the Emerging Role of Electronic Technology.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Computer Uses in Education; Educational Change; Educational Policy; Elementary Secondary Education; *Marketing; Problems; *School Business Relationship

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Educational Research; *Educational Resources; Information Networks; *Information Services; Information Sources; *Information Systems; Needs Assessment; Online Systems
IDENTIFIERS- *ERIC

As a first step toward developing a strategy for a comprehensive external evaluation of the Educational Resources Information Center (ERIC) system, this paper contributes by providing an overview of the system's mission, structure, and resources. A brief review of ERIC's historical development and extant literature, the conduct of a key informants survey, coupled with comparative analysis with the two other subject-specific U.S. national library information systems are used to produce a preliminary assessment of strengths and weaknesses, followed by recommendations and approaches for further investigation. ERIC's mission, understood as a formal statement of purpose, is seen to have broadened considerably in audience and collection scope over the past 35 years, and is further expanded by the needs and realities of an information society. The structure of the system, understood as both formal and informal alliances and hierarchies between organizational units, has changed very little in its decentralized internal arrangement; however, ERIC's nominal integration with the National Library of Education in 1994 is seen as a critical change that still requires key organizational integration at all levels, encompassing mission, structure, and resources. Despite these far-reaching changes, ERIC's resources, understood as the products, people, and financial commitments that go into the system, have remained essentially level and are, therefore, insufficient to support the increasing number of products and services produced by the ERIC system. Findings and conclusions stress the need for mission prioritization and subsequent realignment of structure and resources based on this refocused mission. An appendix contains the survey results. (Contains 33 references.) (Author/AEF)

ED 437 934 IR 020 297

Lynch, Clifford A.
Technology and the ERIC System: New Opportunities and New Impacts.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 00
NOTE- 30p.; This paper is part of a set of five papers commissioned by the U.S. Department of Education as preliminary preparation for an upcoming comprehensive system-wide evaluation of the Educational Resources Information Center (ERIC). For the complete set of commissioned papers, see IR 020 296-299 and IR 020 101.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Research; *Educational Resources; Information Networks; *Information Services; Information Systems; Information Technology; Needs Assessment; Research and Development; Strategic Planning; *Technological Advancement
IDENTIFIERS- *ERIC; ERIC Clearinghouses

This paper examines the inter-relationship between recent developments in information technology and the planning for the evaluation of the Educational Resources Information Center (ERIC) system. It argues that in the light of radical changes currently taking place in the networked information environment

Research Libraries; World Wide Web
IDENTIFIERS- Association of Research Libraries; Canada; Digital Collections; *Digital Preservation; *Electronic Resources; United States

This SPEC (Systems Procedures and Exchange Center) Kit and Flyer summarizes results of a survey of ARL (Association of Research Libraries) members that was designed to gather information about current approaches to bibliographic control of materials digitized for preservation. The survey is intentionally limited to the cataloging treatment of materials that were digitized from the library's own collections for preservation purposes. It is assumed that, in most cases, bibliographic records already exist for the paper analogs either at the item- or collection-level. The survey does not attempt to deal with bibliographic control of remotely accessed electronic resources or resources that exist only in digital form. Representative documents are provided, including guidelines for managing electronic resources from the University of Florida, McGill University (Canada), and Pennsylvania State University; cataloging policies from Brown University (Rhode Island), Cornell University (New York), the University of Florida, the Library of Congress, and Pennsylvania State University; examples of catalog records from McGill University, the University of Michigan, the National Library of Canada, Northwestern University (Illinois), Pennsylvania State University, and the University of Texas; and examples of network-based access to digital resources from McGill University, the University of Michigan, Northwestern University, and the University of Texas. Selected journal articles and World Wide Web sites are listed. (Contains 20 references.) (MES)

ED 437 955 IR 057 584

Soete, George J., Ed.
Issues and Innovations in Educating Faculty on Scholarly Communication Issues. SPEC Kit 250. Transforming Libraries 10.
PUB DATE- 99
NOTE- 39p.; Issued four times per year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *College Faculty; Communication (Thought Transfer); *Faculty Development; Higher Education; Interviews; Library Administrators; *Library Materials; *Library Policy; Library Role; Library Services; Postsecondary Education; *Scholarly Journals
IDENTIFIERS- Administrator Surveys; *Scholarly Communication

This report focuses on the process of educating faculty about scholarly communication issues, based on interviews with 23 information professionals in 21 ARL (Association of Research Libraries) libraries. Most interviewees were ARL library directors. The summary of findings highlights the following areas: goals; understanding the culture; a basic approach--from information to advocacy; use of authoritative models; working with university groups; resolutions; segmentation, i.e., designing messages and programs for specific groups; use of data; successful strategies; what does not work; and organizing for faculty education. Reports from the field are included from Johns Hopkins University (Maryland), the University of Utah, Pennsylvania State University, the University of Arizona, the University of Virginia, the University of Connecticut, Indiana University, the University of California-Los Angeles, children's and young adult services; collection development and evaluation; college and research libraries; comparative and international librarianship; conservation and preservation; copyright and information policy; education for library and information science; educational technology; fundraising; history; indexing and abstracting; information science; information seeking and user needs; information systems and applications; intellectual freedom and censorship; Internet and telecommunications; libraries and librarians in society; library architecture, buildings, and facilities; library orientation and bibliographic instruction; literacy; management; nonbook materials; periodicals and serials; public libraries; public relations; publishing; reference services; resource sharing; school library media centers; services to special users; special libraries and collection; and technical services. Part 3 provides 34 reviews of periodicals, and Part 4 is a list of doctoral dissertations in library and information studies--identification, documentation, and analysis, 1997-98. (MES)

ED 437 975 IR 057 626

Directory of Michigan Libraries, 1999 thru 2000.
PUB DATE- 00
NOTE- 169p.; For the 1998-99 directory, see ED 422 966.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Branch Libraries; Depository Libraries; Elementary Secondary Education; Higher Education; *Libraries; Library Associations; Library Networks; *Library Services; Public Libraries; Regional Libraries; Special Libraries; State Libraries
IDENTIFIERS- Michigan

This directory provides information about various types of Michigan libraries. The directory is divided into 13 sections: (1) "Alphabetical List of Public and Branch Libraries Whose Names Do Not Indicate Their Location"; (2) "Public and Branch Libraries"; (3) "Library Cooperatives; (4) "Academic Libraries"; (5) "Regions of Cooperation"; (6) "Regional Educational Media Centers"; (7) "Regional and Subregional Libraries"; (8) "Michigan Documents Depository Libraries"; (9) "Federal Documents Depository Libraries"; (10) "Michigan State Agency Libraries"; (11) "Special Libraries"; (12) "Library Associations"; and (13) "School Libraries." Alphabetized in some sections by city and in some sections by title of organization, each entry includes address, phone and fax numbers, and a contact name, which is most often a director. For many of the listings, TDD (Telecommunications-Device-for-the-Deaf) number, e-mail addresses, and World Wide Web sites are offered as well. Hours of operation are provided for public libraries and branch libraries. Functioning as a search aid, an introductory section features cross-references to city or town listings for many public library names that do not mention or describe the library's location. Includes a directory update form. (MES)

ED 437 976 IR 057 627

Krefman, Naomi, Comp.; Dwyer, Molly, Comp.; Krueger, Beth, Comp.
Michigan Library Statistical Report, 1999 Edition. Reporting 1998 Statistical Data.
PUB DATE- 99
NOTE- 677p.; For the 1998 report, see ED 423 894.

statistical publications, and definitions. (RDG)

ED 437 996 JC 000 131

Horry-Georgetown Technical College 1996 Fact Book. 2nd Edition.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College Role; Curriculum; Degrees (Academic); Enrollment; *Institutional Characteristics; Special Degree Programs; *Student Characteristics; Tables (Data); Technical Institutes; Two Year Colleges
IDENTIFIERS- *South Carolina

This 78-page fact book provides a brief overall picture of Horry-Georgetown Technical College (SC) in a "snapshot" fashion. Included in the book are a comprehensive overview of the curricula, relevant demographics and other information, and facts and figures that may be pertinent to a wide variety of readers. Since 1966, the college has provided accessible education to its local communities with an emphasis on the knowledge, skills and experiences necessary to achieve both personal career goals and meet the needs of local employers. The faculty profile indicates that in 1995, 49 percent of the faculty were female and 51 percent were male. The college serves more than 3,200 students through the regular curricula alone, which consists of 24 Associate's degrees in technical areas ranging from Civil Engineering and Computer Technology to Nursing, and Occupational and Physical Therapy. Horry-Georgetown (SC) offers 4 diploma programs and 22 certificate programs, both of which parallel the curricula offered in the associates degree programs. Enrollment figures, a student profile, retention rates, and post-graduate accomplishments are presented for each degree, diploma, and certificate field. Other programs include adult education and GED preparation and JTPA-funded courses. Revenue and expenditure tables show how much revenue goes to the college, and where it comes from. A section on the service area provides demographic information about the local counties. (AF)

ED 437 997 JC 000 132

Mende, Richard
Learner Reactions to College English on WebCT.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College English; Community Colleges; *Course Evaluation; Courseware; *Distance Education; Educational Technology; Foreign Countries; Student Attitudes; *Student Surveys; Telecourses; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Cambrian College (Canada)

This study reports the findings of a survey of students enrolled in a distance education English course at Cambrian College. In fall 1999, the college began a trial delivery of freshman English using WebCT software. The trial involved six classes ranging from seven to twenty-one students, with a total of 76 students. The instructor had several years experience with online courses, but not in a postsecondary setting and not on

Italy, the Netherlands, Portugal, Spain, Sweden, and the United Kingdom) and reports on the state of readiness in 10 candidate country administrations for future access to the European Social Fund (Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, the Slovak Republic, and Slovenia). Lists of abbreviations and participants in the study visits and Brussels conference are appended. (MN)

ED 437 509 CE 079 576

Review of Progress in Vocational Education and Training Reform of the Candidate Countries for Accession to the European Union in the Light of Developments in European Policy on Vocational Training.
PUB DATE- 99
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Case Studies; Delivery Systems; Education Work Relationship; *Educational Change; Educational Legislation; Educational Objectives; *Educational Policy; Educational Trends; Employment Qualifications; Financial Support; Foreign Countries; Government School Relationship; Human Resources; International Cooperation; *International Educational Exchange; International Programs; Labor Force Development; Policy Formation; Postsecondary Education; Program Administration; Program Design; Program Implementation; School Business Relationship; Secondary Education; State of the Art Reviews; Strategic Planning; Student Certification; Student Evaluation; Systems Approach; Trend Analy *Europe (East Central); *European Union; Impact Studies
IDENTIFIERS- *Europe (East Central); *European Union; Impact Studies

This document reviews progress in vocational education and training (VET) reform in the candidate countries for accession to the European Union in light of developments in European policy on vocational training. The document consists of a cross-country overview and individual overviews of VET in 12 candidate countries: Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, the Slovak Republic, Slovenia, Cyprus, and Malta. The cross-country overview begins with an executive summary of the most important transversal issues emerging from the country overviews and critical aspects considered key priorities for the modernization process (ensuring new legislative arrangements' financial and legislative sustainability; upgrading the quality of initial VET; and addressing the adult population's skill deficits). All overviews are divided into the following six sections: overall assessment; key priority areas for future assistance; initial VET; continuing VET; overview of key employment issues; and contribution to the process of innovation. Discussed within the sections on initial and continuing VET are the following topics: legal and conceptual framework, administrative and institutional framework, and financing; human resources in program administration, key features in program delivery, links with labor market/enterprises, national system for qualifications, assessment, and certification; and participation; and vocational integration of young people. (MN)

ED 437 510 CE 079 577

factor of social and individual development and basic human right (Yugoslavia's experience with correlation of primary and work-oriented professional education of young people; cooperation among nonaligned and other developing countries in the field of literacy; international cooperation in the struggle against functional illiteracy among young people); (2) relationship between work and adult education (role of knowledge in modern economic development, middle management and the revolution in adult education, significance of lifelong learning of engineers and technicians, recurrent education, adult education and social change, adult education and long-term unemployment); (3) universities and adult education (development trends and diversification of higher education, continuing professional education at Yugoslav universities); (4) training and research in the field of adult education; (5) lifelong education as a humanistic philosophy (self-directed learning for lifelong education, evaluation in adult education); and (6) roots of andragogy and its evolution in Europe and the United States. The last section contains 232 references and 30 sources in which the works were published. (MN)

ED 437 527 CE 079 598

Pryor, Frederic L.; Schaffer, David L.
Who's Not Working and Why. Employment, Cognitive Skills, Wages, and the Changing U.S. Labor Market.
PUB DATE- 99
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Dislocated Workers; Education Work Relationship; *Educational Attainment; Educational Benefits; Employed Women; *Employment Patterns; *Labor Market; Reentry Students; Technological Advancement; Thinking Skills; *Unemployment; *Wages

This book explains major trends in the U.S. labor market over the last quarter-century. Chapter 1 presents hypotheses regarding the changing labor market. Chapter 2 looks at cognitive skills and formal education as determinants of employment. Chapter 3 develops the argument that the downward occupational mobility arising from changes in the supply and demand for jobs requiring particular educational credentials has created a cascading displacement effect, by which workers with higher education displace workers with less education. Chapter 4 demonstrates that a major determinant of the displacement effect has been the rapid entry of women into the labor force. Chapters 5-6 examine wage trends between 1971-1995, including stagnation or fall of real wages of most major groups in the labor force and increased rate of return to a college degree, and changes in wage inequality. Chapter 7 examines five misleading theories explaining joblessness: technological change, structural changes in production and productivity, imports from low-wage nations, immigration, and spatial mismatch of people and jobs. Chapter 8 examines the influence of subjective factors (work attitudes) and soft skills (communication abilities) on sorting and displacement mechanisms in labor markets. Chapter 9 examines whether labor market mechanisms that have operated over the last quarter-century will continue and looks briefly at policy implications. The book contains 272 references, endnotes, and name and subject indexes. (YLB)

Education; Public Policy; Questionnaires; *Small Businesses;
Success; Tables (Data); *Training Methods; *Training
Objectives; *Vocational Education
IDENTIFIERS- *Australia; Learning Organizations

Owners or managers of 181 Australian businesses employing fewer than 20 people in the construction, manufacturing, property and business services, and retail industries in 3 metropolitan and 3 nonmetropolitan locations were interviewed by telephone to identify how they used training to enhance their small business's success. Of those surveyed, one-third had had someone attend a relevant course in the past 12 months, 30% had learned from a consultant or mentor, and more than 60% had attended a business-related meeting or seminar. Small businesses with partners or employees with postschool qualifications were more likely to engaging in ongoing learning activities. The low rate of participation in training, especially by owners, and their preference for informal learning methods are consistent with a picture of small business owners who are supervisors of more formalized training and unaware that training policy could be relevant. The study demonstrated a relationship between success and learning on the job and resulted in 11 recommendations concerning developing a learning culture, learning and training design, and future policy directions relating to the provision of learning/training opportunities for small business. (The report contains 58 references and 13 tables/figures. Appendixes constituting approximately 30% of this document contain the following: 72 additional tables; discussion of the relationship between training and small business; small business training questionnaire; location selection data; and list of reference group members.) (MN)

ED 437 546 CE 079 628

Australian Vocational Education and Training Statistics, 1999.
Student Outcomes Survey National Report.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 284p.; Survey conducted by ACNielson Research.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires,
Evaluation Instruments (160)
DESCRIPTORS- Educational Research; *Employment Patterns; Foreign
Countries; Graduate Surveys; *Graduates; National Surveys;
Outcomes of Education; *Participant Satisfaction; Postsecondary
Education; Questionnaires; School Holding Power; *Student
Characteristics; Tables (Data); *Technical Institutes;
*Vocational Education; Vocational Followup
IDENTIFIERS- *TAFE (Australia)

This publication presents detailed information from the responses of over 63,000 Technical and Further Education (TAFE) graduates and 4,100 TAFE module completers (non-graduates of the TAFE program) to a survey about the types of students who undertook training during 1998. Section 1 compares key results for graduates and module completers. It presents in narrative and figures these results: percent of graduates by key outcome measures for 1995, 1997, 1998, and 1999; employment or further study of graduates; employment outcomes; movement to higher skilled occupations; satisfaction outcomes; main reason for doing the training; reasons for not continuing to study (module completers only); and student profile. Section 2 lists information that the survey collected. Section 3 presents the survey findings in two parts. Part 1, on graduates, provides functions; performing financial functions; communicating in management occupations; performing administrative functions; using professional services). The guide also contains a technical skill standards matrix and appendixes that provide survey results, an equipment and software list, and a management occupations matrix. (KC)

ED 437 565 CE 079 653

Border, Barbara
The Status of Alternative Assessments through the 1990s: Performance and Authentic Assessments in Relation to Vocational-Technical Education Technical Skills, Workplace Skills, and Related Academic Skills.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Education Work Relationship; *Educational Assessment; Employment Potential; Entry Workers; *Evaluation Methods; *Job Skills; Postsecondary Education; Secondary Education; *Standards; *Student Evaluation; Vocational Education
IDENTIFIERS- *Authentic Assessment

This study examines performance and authentic assessments related to job and academic skills. It begins with a general historical perspective that discusses the evolution of assessment systems used by education and industry in the United States, Germany, the United Kingdom, Australia, and Japan. The influence of federal policy also is discussed, and lessons from other countries are included. Finally, an in-depth report on authentic assessment and performance assessment today provides a view of trends in assessment, research results, and potential elements of assessment for consideration by states, the federal government, industry, and business for evaluation of both entry-level and advanced placement of workers. (Contains 78 references.) (KC)

ED 437 566 CE 079 655

Business Performance Improvement--Examples of Successful Partnerships.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Cooperation; *Curriculum Development; *Education Work Relationship; *Institutional Cooperation; Labor Force Development; *On the Job Training; *Outcomes of Education; Partnerships in Education; Program Effectiveness; Program Implementation; *School Business Relationship; State Programs; Technical Institutes; Two Year Colleges
IDENTIFIERS- Ohio Board of Regents

This report contains 38 1- or 2-page profiles of successful partnerships between Ohio businesses and industries and the EnterpriseOhio Network, a consortium of Ohio's two-year colleges and businesses formed to meet the state's work force development needs. The success stories illustrate how the EnterpriseOhio Network campuses and Ohio business, industry, and public sector organizations have collaborated to develop and apply powerful skill-building solutions to address both

*Professional Development; *Strategic Planning; *Technological Advancement; Theory Practice Relationship
IDENTIFIERS- *Professional Concerns; *Professional Ethics

The purpose of this book is to attempt to forecast the future of professional counseling as it transitions into the next millennium. It is designed to help professional counselors understand and prepare for future changes in the profession of counseling. Understanding the rationale and observable predictors of anticipated changes meaningfully facilitates and enriches the efficiency and effectiveness of professional counseling services. The expertise of professional counselors, counselor educators, and scholars throughout the United States and abroad was enlisted in order to complete the task of writing this book. Some of the projections herein are supported by statistical and empirical data. However, many others are based on the knowledge, personal experience, intuitions, and gut feelings of professionals throughout the counseling community. Chapters include: (1) "Professional Counseling: Evolution, Current Status, and Beyond" (Rollins, Garcia, and Thomas); (2) "Managed Care and Privatization in Counseling and Rehabilitation" (Alston and Harley); (3) "Special Technology for the Next Millennium" (Riggar and Janikowski); (4) "Assistive Technologies" (Falvo); (5) "Ethical Issues in the 21st Century" (Patterson); (6) "Future Trends in Selected Systems" (Arnaldi and Simon); (7) "Emerging Populations and Issues in the Next Millennium" (Dixon, Amuso, and Stozier); (8) "Diversity Watch for the New Millennium: Reversing the Tide of Exclusion" (Stadler, Middleton, and King); (9) "International Vistas for Counseling" (Leung and Emener); and (10) "The Human Side of Health Care in the New Millennium" (Janes and Emener). (Each chapter contains an extensive list of references, 328 references overall. Includes author and subject indexes.) (GCP)

ED 437 585   CG 029 724

Sommers-Flanagan, Rita; Elander, Chelsea; Sommers-Flanagan, John
Don't Divorce Us! Kids' Advice to Divorcing Parents.
PUB DATE- 00
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; *Childhood Attitudes; Children; Coping; *Divorce; *Family Counseling; *Family Relationship; *Interviews; Parent Attitudes; *Parent Child Relationship
IDENTIFIERS- *Childrens Responses; Healing

This book examines the divorce experience firsthand-through the eyes and voices of children and adult children of divorce. People from various ages, ethnic groups, and backgrounds share artwork, essays, and their personal stories of divorce. The book contains practical suggestions for coping with the challenges of double-households, long-distance parenting, dating, ex-spouses, stepparenting, and divorce stress. Chapters include: (1) "Preparing for Divorce"; (2) "Setting Up the Rhythm of the New Life"; (3) "Dealing with the Other Parent"; (4) "The New and Improved Parent"; (5) "Dating, Romance, and Recommitment"; (6) "Stepparenting"; (7) "Exceptional Cases, Exceptional Needs"; and (8) "Resources for Divorcing Families." Also included is an appendix of age-based guidelines for helping children cope with divorce. (GCP)

and Practice.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Cross Age Teaching; Elementary Secondary Education; Higher Education; *Literacy; *Reading Achievement; *Service Learning; Theory Practice Relationship; *Tutoring; Volunteers
IDENTIFIERS- America Reads Challenge

The information contained in this publication, a brief introduction to literacy, is designed to help potential literacy workers gain a basic understanding of literacy issues. The publication notes that current literacy efforts in the United States, especially the new America Reads initiative, are focused on helping young children up to the third grade learn the skills of reading and also learn to enjoy and appreciate reading activities. It points out that new and innovative methods are necessary because 40% of all school children are now reading below basic levels on national reading assessments. For example, students from elementary schools, middle schools, high schools, and post-secondary institutions involved in peer and cross-aged tutoring programs can provide a pool of potential literacy instructors who can assist with the national literacy effort. The publication states that any organization using volunteers to tutor children or adults should become informed about the results and challenges of previous volunteer programs. The first section lists names, contact information, Web addresses, and a brief description of 11 national organizations that promote literacy; it also presents annotations of 6 publications that provide a background to the undertaking of literacy education through service learning. The second section presents annotations of 7 books and articles that give specific examples of literacy programs that use service learning. The third section lists 3 organizations from which the works mentioned in the publication may be ordered. (NKA)

ED 437 606 CS 013 809

Meyer, Richard J.
Multiple Analyses of a First Grade Phonics Lesson.
PUB DATE- 99
NOTE- 53p.; Paper presented at the Annual Meeting of the National Reading Conference (49th, Orlando, FL, December 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Classroom Techniques; Culturally Relevant Education; Ethnography; Grade 1; Naturalistic Observation; *Phonics; Primary Education; *Reading Instruction; *Reading Processes; *Teacher Role
IDENTIFIERS- Thick Description Method

This paper presents a "thick description" of a phonics lesson delivered to a first grade classroom (n=18) by the teacher. Following the description, the paper presents analyses from the following different perspectives: (1) the definition of reading; (2) curriculum from a critical point of view; (3) reading and culture; (4) teachers and activism; and (5) the children's point of view. (Contains 43 references.) (Author/NKA)

Allington, Richard L.; McGill-Franzen, Anne
Looking Back, Looking Forward: A Conversation about Teaching Reading in the 21st Century.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Evaluation; *Educational Assessment; Educational History; Educational Legislation; *Educational Objectives; Elementary Education; *Public Schools; Reading Attitudes; *Reading Instruction; *School Restructuring
IDENTIFIERS- *Literacy Assessment; Policy Implications

This paper presents a dialogue on the subject of reading instruction in the 20th century, comparing historical perceptions of American public schooling with those of contemporary schools. It suggests that prognosticating about schooling traditionally seems to fall into the two categories of wildly optimistic or cautiously pessimistic, and that the media have portrayed American schooling as a failure, a view both fed into and echoed by politicians and policy-makers. The paper notes that the contemporary perception is that public education has failed and drastic change is needed, particularly when the topic of literacy teaching and learning is the focus. It concludes that schools can and must make a difference in the lives of all children, and that the type of schools created in the 21st century will depend on societal decisions about teaching, learning, literacy, and the role of education in achieving the ideals of a democratic society. (Contains 100 references.) (EF)

ED 437 627 CS 013 839

McGill-Franzen, Anne
The Relationship between Reading Policy and Reading Instruction: A Recent History.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Curriculum Evaluation; *Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Programs; Government Role; *Government School Relationship; *Politics of Education; Program Implementation; Reading Attitudes; *Reading Instruction; Reading Research; Reading Teachers; State Programs
IDENTIFIERS- *Policy Effectiveness; Policy Research; Public Agenda; State Reading Assessments

This paper describes the recent policy history of reading education, its place on the public policy agenda, and the research that relates reading policy to reading instruction. Part I of the paper provides a brief recent history of federal education policy, which aims to ensure equity. Part II revisits compensatory education and describes systemic reform, the theoretical underpinning of current state education policy. It also reviews effects of the so-called second wave of policy that deals with the harder issues of implementation and capacity building. Part III emphasizes the research on

ED 437 650 CS 013 869

Erland, Jan
Brain-Based Accelerated Learning and Cognitive Skills Training Using Interactive Media Expedites High Academic Achievement.
PUB DATE- 99
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Effectiveness; Intermediate Grades; Longitudinal Studies; *Mathematics Achievement; Memory; Middle Schools; Parochial Schools; *Reading Achievement; *Thinking Skills
IDENTIFIERS- *Accelerated Schools

A pre-post combined experimental and quasi-experimental study determined if the effects of former successful applications of Accelerated Learning (AL), memory, and cognitive skills interactive media training could be replicated in multiple classrooms. The 10-week experimental application (40 minutes daily, Monday through Friday) of training sequencing-logic skills and pattern-finding through Accelerated Learning methods is called The Bridge To Achievement (BTA). Subjects were enrolled in 2 Midwestern parochial schools: school 1, with 97 students in intact year-to-year grades 4-8, formed the quasi-experimental study; school 2, with 172 students in grades 4-7, participated in the experimental study. Both schools had track records of student high achievement taught by highly proficient teachers. Both schools had control groups. Longitudinal data supports the conclusion that BTA-AL training effects remained constant and continued to build in all achievement areas including reading and math. Findings suggest that with cognitive skills malleable and correctable, with all learning pathways treated to become operational, individuals do not have to settle for the limitations of nature and nurture. Moreover, Accelerated Learning, when applied prescriptively, offers the necessary bridge for the permanent maintenance of these results. (Contains approximately 250 references, and 18 tables and 6 figures of data.) (RS)

ED 437 651 CS 013 870

McMahon, Susan I., Ed.; Raphael, Taffy E., Ed.
The Book Club Connection: Literacy Learning and Classroom Talk. Language and Literacy Series.
PUB DATE- 97
NOTE- 368p.; Foreword by Bernice E. Cullinan. Editorial assistance provided by Virginia J. Goatley and Laura S. Pardo. Published simultaneously by Teachers College Press.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Classroom Techniques; *Diversity (Institutional); Elementary Secondary Education; Higher Education; Program Descriptions; Program Implementation; *Reading Instruction; *Reading Programs; *Social Cognition; Teacher Education; Writing Instruction
IDENTIFIERS- *Authentic Assessment; *Book Clubs; Knowledge Acquisition; Meaning Construction; Social Constructivism

This is a comprehensive text about beliefs, issues, and practices at the forefront of literacy education--language, ethnic, and academic diversity; authentic assessment; and social construction of meaning and knowledge--explored through the

Bardhan, Nilanjana
Incorporating Global/Multicultural Perspectives in Public Relations Education: An Ethnographic Account.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Curriculum Development; *Global Approach; Higher Education; *Public Relations; *Student Needs; *Theory Practice Relationship
IDENTIFIERS- Global Networks; *International Public Relations; Student Cooperation

This paper points out that in public relations (PR) the global network approach is fast catching on along with the trend of opening subsidiary offices and entering joint ventures and affiliations with PR agencies in various parts of the world. The paper discusses the need to build theory in the area of international public relations so that educators can teach their students about practicing PR in a global sense and offers several models that hold potential for elucidating an epistemology. It considers the current state of international PR education in the United States and outlines nine pedagogical strategies drawn from current research. The paper then suggests 10 pedagogical strategies drawn from personal cross-cultural experience, noting that experiential learning (inside and outside the classroom environment) seems to be the primary catalyst necessary for building realization, openness, appreciation, and eventually eagerness to learn about different cultures and peoples. As part of the overall inquiry for this paper, 22 undergraduate PR research methods students wrote narratives about interest or lack of interest in the global/multicultural aspects of the PR profession, with lack of contact with cultural difference cited as the main reason for lack of interest. The paper then questions whether interest in international public relations can be sparked in the classroom and offers 10 suggestions for what the PR educator can do to make international public relations "real." (Contains 44 references and the narrative assignment.) (NKA)

ED 437 672 CS 510 192

Cahn, Dudley D.
Teaching an Interpersonal Senior Seminar Partially via the Internet (Computer Conferencing).
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, IL, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; College Seniors; *Computer Mediated Communication; Higher Education; Instructional Effectiveness; *Internet; *Interpersonal Communication; Interpersonal Relationship; *Seminars; *Teleconferencing

IDENTIFIERS- *Communication Behavior

The purpose of this study was to first, examine the role of sexual orientation in determining positive or negative predicted outcome value during initial interactions and second, to test predicted-outcome-value (POV) theory which posits that predicted outcome values are related to future communication behaviors. Participants, 284 students enrolled in introductory communication courses, completed one of two surveys. The two versions differed only in terms of the opening scenario which introduced a fictitious target whose sexual orientation was manipulated. The data from this study suggest that learning of an individual's sexual orientation during an initial encounter negatively influences predicted outcome value and subsequent communication behaviors. The results from this study remain important especially in light of recent research where interpersonal contact with gays and lesbians has been shown to increase heterosexuals' attitudes toward this minority group. Contains 21 references and 2 tables of data. (Author/RS)

ED 437 694 CS 510 220

Krider, Diane S.; Ross, Peter G.
Coloring Outside the Lines: Themes and Trends in Experiential Learning in Communication Commission Sponsored Programs at the (S)NCA 1993-1998 Conferences.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conference Papers; Content Analysis; *Experiential Learning; Higher Education; *Internship Programs; *Service Learning; *Speech Communication
IDENTIFIERS- Learning Patterns; National Communication Association; *Program Characteristics; Program Review; *Thematic Analysis

This study conducted a theme analysis of programs sponsored by the Experiential Learning in Communication Commission of the National Communication Association (NCA, formerly the Speech Communication Association, SCA) in order to determine experiential learning structures created outside conventional borders of communication instruction. The philosophical basis for the study was that of experiential learning, which links the concrete with the abstract through experiencing, describing, inferring, and transferring processes. All programs listed in the (S)NCA Conference Programs from 1993-1998 were analyzed for emerging themes, which were then divided into five categories: (1) internships; (2) service learning; (3) outcome assessment; (4) issues; and (5) strategies and techniques. Findings suggest that the members of the Commission create their own boundaries in communication instruction compliant with the principles of experiential learning, and that additional areas of investigation are evident, such as outcome assessment of strategies and techniques as well as theory and method development and evaluation. (EF)

ED 437 695 CS 510 221

McDevitt, Michael; Chaffee, Steven
Closing Gaps in Political Knowledge: Effects of a School Intervention via Communication in the Home.

Art Reviews; Student Welfare
IDENTIFIERS- Individuals with Disabilities Education Act

This review explains special education law in a manner comprehensible for educators who may be unfamiliar with the many statutes, regulations, and cases in this area of law. It provides a brief history of special education law with an emphasis on court cases and legislation that established the rights of children with disabilities. It examines the Individuals with Disabilities Education Act and the law's intent to ensure that all children with disabilities receive a free, appropriate public education that emphasizes special education and related services. The report looks at issues of eligibility; the identification and evaluation of students; individualized education programs; appropriate placements and related services, such as transportation, corrective, and other supportive services; and the early identification and assessment of disabling conditions in children. The text discusses procedural protection of children with disabilities and what the law requires in the areas of discipline, transition services, graduation and competency exams, and cost issues. The review examines Section 504 of the Rehabilitation Act and its implications for students and school employees. A short description of the Americans with Disabilities Act is also provided. By studying the fundamental legal principles of these laws, educators may acquire a working knowledge of the laws and their application in schools. (RJM)

ED 437 715 EA 030 194

McCreight, Carolyn
Best Practices for Disciplinary Alternative Education Programs in Texas.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Comparative Analysis; *Discipline Policy; Educational Development; Elementary Secondary Education; *Nontraditional Education; Program Effectiveness; State Surveys; Student Welfare
IDENTIFIERS- *Texas

This report explores best practices of on- and off-campus disciplinary alternative programs in Texas. It is based on a study in which Texas' alternative-program practices were compared with best practices of alternative programs in the United States. Following a literature review of best alternative program practices, a survey was developed to solicit district and alternative program data, and was mailed to 1,042 school-district superintendents in Texas. The return rate for surveys was 39 percent. Fifteen districts, which reported no alternative programs, were excluded from the study. The remaining 101 on-campus program surveys and 291 off-campus program surveys were then analyzed to reveal best practices of Texas programs. Findings revealed the following best practices of Texas disciplinary alternative programs: (1) use of one-on-one instruction with the teacher (76.5 percent); (2) establishment of individual student goals for program planning (66.8 percent); (3) academic program at each student's functional reading level (60.2 percent); (4) staff development for teachers in conflict resolution (64.5 percent); (5) parent involvement at entrance or exit conferences for the program (76.5 percent); (6) the goal of success in the mainstream determine whether there have been any changes in perceptions regarding the employment characteristics of men and women since that time. The survey included a national sampling of superintendents and school-board presidents. The four sections of the survey were titled: (1) work attitudes and habits; (2) interest and motivation; (3) temperament; and (4) aptitude, knowledge, and skills. The results show that the superintendents and presidents demonstrated a shift in attitude in which the perceived differences between women and men decreased. However, the shift was significant in only 33 statements for superintendents and 32 statements for school-board presidents of the 68 statements in the survey. Various negative outlooks were recorded under the categories of work attitudes and habits and temperament; for example, women were still perceived as being emotional. A more positive perception was recorded for aptitudes, knowledge, and skills. When these items were combined with other items defined as positive in the other categories, this strengthened the case for employing women. Overall, the positive change toward women was greater for superintendents than for school-board presidents in the four areas of characteristics surveyed, which can be attributed to superintendents' closer contact to more employment situations than presidents. (RJM)

ED 437 735 EA 030 [illegible]20

Logan, Joyce P.
School Leadership of the 90's and Beyond: A Window of Opportunity for Women Educators.
PUB DATE- 98
NOTE- 11p.; Copyright 1998 by Advancing Women in Leadership. Reproduced with permission from the publisher. Available only online.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; *Employment Opportunities; Females; Instructional Leadership; Organizational Climate; Personnel Selection; *Women Administrators

This article examines conditions favorable for advancing gender equity and proposes that now is the time to reactivate and energize equity strategies. It discusses six changing conditions that collectively offer an opportunity for advancing gender equity in hiring practices for school principals and superintendents: (1) school-site governance structures that emphasize local accountability for student achievement have changed the nature of who hires school leaders; (2) the increasing desire for essential leadership skills that promote collaboration, consensus building, and empowerment of others has resulted in more opportunities for women; (3) an increasing number of vacancies and a dwindling applicant pool for positions of principal and superintendent have created high-demand conditions for qualified aspirants, affording women candidates more opportunities; (4) antidiscrimination legislation has fostered a more open environment for hiring women in nontraditional roles and has led more women to enter higher education; (5) women have made up at least half of educational administration program enrollments since the mid-1980s, thus increasing their numbers in the hiring pool; and (6) an increase in the percentage of women in the educational

NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Deaf Blind; *Disability Identification; Elementary Secondary Education; Information Dissemination; Inservice Education; *Parent Education; Postsecondary Education; Preschool Education; Program Evaluation; Student Evaluation; *Technical Assistance; *Training
IDENTIFIERS- *Washington

This final report describes accomplishments and activities of a four-year federally supported program to provide technical assistance and training focused on educational programming, language/communication, and assessment for children and youth with deaf blindness in Washington State. Overall, the state provided training to approximately 6,200 families and educators involved with 153 children identified with deaf blindness. The report is organized around the project's seven specific objectives: (1) identify children with deaf blindness; (2) facilitate the involvement of families in their children's education; (3) provide technical assistance to service providers of these children; (4) provide training to service providers; (5) disseminate information to families, service providers, and communities; (6) collaborate and coordinate with other state agencies; and (7) implement a process to monitor, evaluate, and refine the technical assistance services provided by the relevant state agency. The report details activities and outcomes for each of these objectives as well as problems encountered and implications for policy, practice, and research. Appended are the project management plan, the project's brochure, and a technical assistance evaluation form. (DB)

ED 437 754 EC 307 602

Salmen, John P. S.
Everyone's Welcome: The Americans with Disabilities Act and Museums.
SPONS. AGENCY- Department of Justice, Washington, DC. Civil Rights Div.; American Association of Museums, Washington, DC.
PUB DATE- 98
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Arts Centers; *Building Design; Children; *Compliance (Legal); *Disabilities; Exhibits; *Federal Legislation; *Museums; Program Development; Program Evaluation; Teamwork
IDENTIFIERS- Americans with Disabilities Act 1990; *Universal Design

This manual was designed to assist museums in becoming accessible to all individuals, including people with disabilities, in compliance with the Americans with Disabilities Act 1990 (ADA). Following an introduction that addresses museum attendance, accessibility, universal design, and different types of disabilities, chapter 1, "ADA Basics for Museums," explains the basics of the law and outlines the legal requirements of museums under the ADA. Chapter 2, "A Strategy for Accessibility," outlines a nine-step strategy of building blocks for achieving ADA compliance. The steps include: (1)

case studies. (Contains 53 references.) (CR)

ED 437 771 EC 307 619

McLetchie, Barbara A. B.; Riggio, Marianne
Competencies for Teachers of Learners Who Are Deafblind: Perkins National Deafblind Training Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Conrad Hilton Foundation, Reno, NV.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; *Deaf Blind; Early Childhood Education; Elementary Secondary Education; Higher Education; Infants; *Knowledge Base for Teaching; Minimum Competencies; Preschool Education; *Preservice Teacher Education; Professional Development; *Student Characteristics; *Student Needs; *Teacher Competencies; Teacher Education; Toddlers; Young Children
IDENTIFIERS- Council for Exceptional Children

The statements of knowledge and skills contained in this manual are the outcome of a collaborative process involving a committee that included the project staff, university level faculty, and a state coordinator of deaf-blind services. The competencies are designed for use as a blueprint for course development and field experiences by university personnel preparation programs in deaf-blindness. Competencies address: (1) effects of deaf-blindness; (2) personal identity, relationships, and self-esteem; (3) concept development; (4) communication; (5) auditory and visual systems; (6) orientation and mobility; (7) environment and materials; and (8) professional issues. The knowledge and skill statements are based on the central assumption that learners who are deaf-blind require highly specialized and personalized teaching approaches. The focus of the knowledge and skills statements is infants, children, and youth who are deaf-blind and their families. The core of the teacher competencies section is the teacher's ability to build a strong, trusting, personal relationship with the learner. The knowledge and skills statements are not specific to ages or educational placements. An appendix contains the Council for Exceptional Children's "Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers." (CR)

ED 437 772 EC 307 620

Kincaid, Jeanne M.; Rawlinson, Sharaine J.
Americans with Disabilities Act: Responsibilities for Postsecondary Institutions Serving Deaf and Hard of Hearing Students. Questions and Answers. Second Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 64p.; "A publication of the Midwest Center for Postsecondary Outreach (MCPO) and the Postsecondary Programs Network (PEPNet)."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

and (4) generalizing textured symbol use. Appendices include a list of the seven levels of communication, suggested textured materials, a list of textured making tools and materials, and an illustration of display formats. (CR)

ED 437 790 EC 307 640

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1999: Research, Innovation and Evaluation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 281p.; For the 1998 report, see ED 426 561; for related 1999 volumes, see EC 307 641-644.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Contracts; *Disabilities; Elementary Secondary Education; Evaluation Methods; Federal Aid; *Federal Programs; Grants; *Program Evaluation; *Research and Development; *Special Education; Theory Practice Relationship
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Office of Special Education Programs

This directory is one of five which together describe almost 1200 discretionary grants and contracts currently supported by the Research to Practice Division of the Office of Special Education Programs under the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). This document covers grants and contracts in two program areas, "Research and Innovation To Improve Services and Results for Children with Disabilities" and "Studies and Evaluations". The program descriptions are grouped by the 32 competitions under which they were funded, such as field-initiated research projects, directed research projects, model demonstration projects for young children with disabilities, and outreach projects for children with disabilities. Provided for each project description is the following information: grant number; project title; name of project director; contact information (organization, address, phone number, Fax number, e-mail address); the project's purpose; the methodology; and proposed products. There are four indexes: a project director index, an organization index, a state index, and a subject index. (DB)

ED 437 791 EC 307 641

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1999: Personnel Preparation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 244p.; For the 1998 report, see ED 426 562; for related 1999 volumes, see EC 307 640-644.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Contracts; *Disabilities; Early Childhood Education; Elementary Secondary Education; Federal Aid; Federal Programs; Grants; Infants; Leadership; Minority Groups; *Pupil Personnel Services; *Research and Development; *Special Education

NOTE- 24p.; Sponsored jointly by the American Institute of Architects National Committee on Architecture for Education (CAE) PIA and the Construction Management (CM) PIA.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Building Obsolescence; Construction Management; Construction Materials; *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Financial Support; Public Schools
IDENTIFIERS- Historical Background; *Twentieth Century

School architects, construction managers, and school administrators convened at a conference to examine the question of renovation or replacement of aging public schools, and to address issues from turn-of-the-century architectural features to sources of renovation financing. This paper contrasts the distinguishing characteristics of early-20th century and mid-20th century schools and addresses the unique design principles and materials typical of the facilities constructed during theses eras. Other topics include the evaluation and assessment of existing school buildings, the tools and techniques for condition assessment and management of K-12 renovation projects, construction management as a construction delivery method of school renovation, the role of the architect as construction manager, and construction scheduling. Final topics concern renovation programs that preserve valuable resources and alternative funding possibilities such as public/private development partnerships. Contains a list of conference speakers. (GR)

ED 437 811 EF 005 590

Guidelines for Technology Infrastructure in Connecticut Schools: An Implementation Guide for the Connecticut Statewide Educational Technology Plan.
PUB DATE- 95
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; *Facility Guidelines; National Standards; Planning; *Public Schools
IDENTIFIERS- *Connecticut; Technological Infrastructure; *Technology Implementation

This document presents guidelines and recommendations for development of a technology infrastructure in Connecticut public schools that conforms to national industry standards for voice, video, and data communications. The guidelines present information on the state statutes regarding facilities implementation and describe industry standards. Provided are the technical wiring and cabling information, design options, and recommended guidelines for implementation. Also provided are recommendations for voice, video, and data systems including a model for integrated bell, clock, paging, and media access/retrieval systems. Technology recommendations for various types of classrooms and work areas are included. What type of impact these changes present for both existing and new schools is described; and a variety of options, strategies, and considerations that could be used for designing/supporting a wide range of technology capabilities that best serve most correspondence. Subsequent sections are devoted to each language skill (listening, speaking, reading, writing). Each of these sections describes a specific assessment task, provides guidance to the instructor in directing the task and evaluating student performance, presents examples of student work, with commentary, and offers an analysis of the strengths and weaknesses of the assessment task and of the results obtained with it. (MSE)

ED 437 834 FL 026 109

Fortkamp, Maike B. Mota
Working Memory Capacity and L2 Speech Production.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Speech); Cognitive Measurement; *Cognitive Processes; English (Second Language); *Language Fluency; Language Tests; *Memory; *Oral language; Portuguese; *Psycholinguistics; *Second Language Learning; Second Languages; Testing

This study examines whether working memory capacity, a construct of current information processing theory, correlates with fluent foreign language (L2) speech production. It is based on M. Daneman's study (1991), who found significant correlation between individuals' working memory capacity and the fluency with which they can speak their first language (L1). Adapting Daneman's methodology, a set of seven experiments was applied to 16 advanced speakers of English as a foreign language. Working memory was assessed by means of the Speaking Span Test and the Reading Span Test, both in Portuguese and English. L2 fluency was assessed by means of the Speech Generation Task, which was aimed at assessing fluency at the discourse level. Working memory capacity both in Portuguese and English correlated significantly only with the reading-related task; the Oral Reading Task, aimed at assessing fluency at the articulatory level. The results of this test support the task-specific view of working memory capacity, which posits that this capacity is functional, varying according to the individual's efficiency in the processes specific to the cognitive task with which it is correlated. Various figures, graphs, and charts appear throughout the body of the work. (Contains 65 references.) (KFT)

ED 437 835 FL 026 110

Programme d'education de Maternelle--Immersion (Pre-School Education Program--Immersion).
PUB DATE- 99
NOTE- 70p.; Poster not available from ERIC.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Content; Curriculum Design; Educational Objectives; Foreign Countries; *French; *Immersion Programs; *Kindergarten; *Language Skills; Primary Education; Public Schools; Second Language Instruction
IDENTIFIERS- Alberta

The materials in this document discuss the Alberta (Canada) test might be difficult to manage in a class with more than 50 students. Students are divided into groups of four and choose a topic (to be approved by the teacher). They then have a few weeks to prepare a 20 to 30 minute discussion. Students were not allowed any use of notes, papers, books, dictionaries, or aids other than visual aids such as photographs, pictures, maps, or props such as jump ropes, CDs, and musical instruments to be used to facilitate discussion on the test day. The test has been well-received by students and meets all six criteria for effective assessment described by Good and Brophy (1994). (An appendix with a test comment form in included.) (KFT)

ED 437 854 FL 026 132

Crabbe, David; Hoffmann, Alison; Cotterall, Sara
Examining the Discourse of Learner Advisory Sessions.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English; French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; Case Studies; College Students; Course Objectives; *Discourse Analysis; Foreign Countries; Higher Education; *Interviews; Learning Strategies; Organizational Objectives; Second Language Instruction; *Second Language Learning; Student Educational Objectives; Student Role

This document explores problems described by learners of second languages at the university level. It reports on three case studies drawn from a language advisory service at Victoria University of Wellington, New Zealand. An understanding of the range of experiences learners report in a given learning context is likely to shed light on ways in which those learning contexts might be structured for better learning opportunities, or ways in which learners themselves might develop better strategies for making use of the opportunities that are already there. For example, one type of problem identified by the data is a lack of fit between a learner's long term language learning goals and the immediate goals of the course in which they are enrolled. This could be dealt with through a modification of the curriculum or by increased understanding by the learner of how to manage the differing expectations. The problem descriptions were gathered through a series of interviews between individual learners and a language advisor. The focus of this investigation is on three broad questions: (1) In what way are the problems framed through the process of the interview itself? (2) What learning goals are explicitly or implicitly set by or for the learner? and (3) What underlying learner beliefs about language and language learning arise from the interviews? The paper concludes by proposing a framework to use in managing and analyzing dialogues about learning. A main finding is that learners are all guided by some sort of goal. There needs to be better integration of short-term (passing a course) and long-term (using a language for real communication) goals. The basis for any solution lies in making goals central and explicit. (KFT)

ED 437 855 FL 026 133

Chi, Feng-ming
Reading as Transaction in EFL: A Thematic Analysis.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

School Culture; School Effectiveness; School Holding Power; Student Adjustment; *Student Alienation; Student Attrition; Student Characteristics; Student College Relationship; Student Subcultures; Withdrawal (Education)
IDENTIFIERS- *ASHE Annual Meeting; *Native Americans

To determine the factors that have contributed to persistence in successful Native American students, this study investigated student expectations, life experiences on campus, perceptions of support and lack of support for cultural identity, difficulties encountered, perceptions of how the Native American's college experience differs from that of majority students, degree of institutional support, and the factors that make the college experience worthwhile. The study was conducted at a large, predominantly white research university in a racially homogeneous state. A diverse group of 13 Native American undergraduate students who had persisted for more than one semester were interviewed; their tribal relationships and family structures varied, eight were the first generation to attend college, and some expected to return to tribal life. Their reported experiences of alienation stemmed from academic struggles, skin color and appearance, covert and overt racial hostility, lack of respect, stereotyping, loneliness and lack of role models, and lack of institutional support. Another factor important to understanding the life experiences of these students related to their reasons for attending college: the two strongest factors for their attending college and persisting were supportive people (instructors, advisors, parents) and their own determination. (Contains 28 references.) (CH)

ED 437 875 HE 032 708

Keup, Jennifer Rinella
Student Value Orientations about College: Direct and Indirect Effects on Student Satisfaction. ASHE Annual Meeting Paper.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; College Outcomes Assessment; *College Students; Higher Education; *Outcomes of Education; *Participant Satisfaction; *Student Attitudes; Student Characteristics; Student School Relationship; Student Surveys; Values
IDENTIFIERS- *ASHE Annual Meeting; Cooperative Institutional Research Program

This study constructs a typology of student value orientation (defined as student aspirations, attitudes, and values related to the college experience) as it relates to student satisfaction with college. Value orientation traits are used to identify direct effects on overall student satisfaction; trait variables examine the possibility that college activities could mediate the effects of value orientations on outcomes measurement. Data for the study were drawn from the Cooperative Institutional Research Program's 1994 Freshman Survey and its 1998 College Student Survey. The final sample consisted of 9,137 first-time, full-time students who attended 121 institutions in the United States and completed both surveys. Results of the study indicate that student value orientation

Realizing the Potential of Web-Based Instruction: Lessons Learned.
PUB DATE- 99
NOTE- 15p.; Presented at the Annual Conference of The Association for Supervision and Curriculum Development (San Francisco, CA, March 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Educational Change; Higher Education; Instructional Development; Instructional Effectiveness; Internet; Nontraditional Education; Online Systems; *World Wide Web
IDENTIFIERS- Technology Integration

Three years of developing an online course, responding to student needs, technological advances, communication issues, campus policies and politics, and an assortment of other issues taught the authors of this paper many lessons about Web-based instruction at the university. Experience indicated that prior to committing a course to online delivery, four areas should be addressed: philosophy (reasons for pursuing online instruction), student needs, instructional paradigms (matching the appropriate pedagogical model/strategies to the distance learning environment), and preparation/teacher needs. The paper concludes that the delivery of Web-based distance learning is both workable and productive, and that online learning can be superior to that of traditional classroom instruction. (Contains 14 references.) (AEF)

ED 437 896 IR 019 843

The 70th Anniversary of the Japan Audio-Visual Education Association: A Review of the Past 70 Years. AVE in Japan No. 37.
PUB DATE- 99
NOTE- 37p.; Translated by James D. White.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Aids; Development; Educational Media; Educational Technology; Foreign Countries; History; Nonprint Media; Organizations (Groups); *Professional Associations; *Technological Advancement
IDENTIFIERS- *Japan Audiovisual Education Association

On January 21, 1998, the Japan Audio-visual Education Association (JAVEA) celebrated the 70th anniversary of its founding. This illustrated booklet provides a chronological review of the history of the Association, and serves as a means for reviewing the Association's present status and as a basis for determining what directions it should take in the future. The booklet begins with a Foreword by the president of the Association highlighting several events in its history. The booklet consists of the following sections: "The Beginnings," "The Period of Expansion," "The Period of Fulfillment," and "The Period of Development." Sidebars on most pages of this booklet provide a chronological timeline of significant events in the years 1928 through 1998. (Includes a list of past presidents and managing directors.) (AEF)

ED 437 897 IR 019 846

Only the Best: The Annual Guide to the Highest-Rated Educational Software and Multimedia. ASCD 1999-2000.

IDENTIFIERS- *Computer Industry; Technology Integration;
Technology Role

This paper focuses on how, by reinforcing and exploiting the emphasis on electronic technologies in school reform, marketers are integrating school children into the advertising and marketing system. The ZapMe! program is a for-profit venture that proposes to derive its profits from activities that link the academic activities of schools and the marketing activities of corporations in a seamless web. The ZapMe! Corporation provides computer labs and Internet access to K-12 schools in return for advertising or promotional access to students and their families, is used to illustrate how technology and commercialism are being linked in school reform. The following problematic aspects and policy issues related to the ZapMe! program are described: (1) hardware and software provided by ZapMe! may not be the best or most appropriate; (2) the financial relationship between ZapMe! and corporations that provide educational content raises the issue of bias; (3) the extent to which ZapMe! is used for required lessons is the degree to which students are forced by school authorities to view certain favored commercials; (4) the provision of student demographic information to special interest raises privacy concerns; (5) ZapMe! requires that participating schools provide use of its equipment during after-school hours for community education, corporate training and/or testing purposes; (6) schools are required to distribute marketing materials designed by ZapMe! sponsors for students to take home with them; and (7) ZapMe! Points Program prizes are sent directly to students' homes. (Contains 19 references and a flow chart explaining the process.)(MES)

ED 437 917 IR 019 877

Urban-Lurain, Mark; Weinshenk, Donald J.
Mastering Computing Technology: A New Approach for Non-Computer Science Majors.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Computer Science Education; Cooperative Learning; Course Content; Course Evaluation; Evaluation Methods; Higher Education; *Instructional Design; *Introductory Courses; *Mastery Learning; Models; Nonmajors; *Performance Based Assessment; Student Evaluation; Student Needs
IDENTIFIERS- *Course Development; Michigan State University

A computing literacy course at Michigan State University for non-computer science students was designed with a fixed course structure and continuously changing course content. The structure provides feedback for assessing students and revising content to meet the changing demands of client departments, changing student experience, and changing hardware/software environments. To address potential assessment problems, the course is entirely lab-based, replaces competitive grading with a collaborative learning model, and replaces "points" with a series of mastery learning bridge tasks (BTs). This assessment model provides greater opportunity for learning than traditional multiple choice examinations, actually indicates the concepts and competencies that the student has mastered, and is non-competitive. The model provides a database of and user expectations, bold strategic planning is more important than formal retrospective evaluation. It identifies a number of key areas requiring careful consideration, including funding not only for centralized research and development but for innovation in the clearinghouses that are part of the ERIC system, and for explicit technology transfer mechanisms that migrate individual clearinghouse-based advances into infrastructure that supports the entire system. Further, it considers how environmental technology changes are reshaping the ERIC mission and context, with emphasis on a transition from database building to content access services and full text provision via the World Wide Web. It proposes that ERIC restructure its relationship to the literature of education, both formal and informal, and calls for the ERIC system to undertake a leadership role in coordinating federal government (and other) digital library initiatives as they relate to education as part of its role as a major component of the National Library of Education. (Author/AEF)

ED 437 935   IR 020 298

Hsieh-Yee, Ingrid
ERIC User Services: Evaluation in a Decentralized Environment.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 00
NOTE- 60p.; This paper is part of a set of five papers commissioned by the U.S. Department of Education as preliminary preparation for an upcoming comprehensive system-wide evaluation of the Educational Resources Information Center (ERIC). For the complete set of commissioned papers, see IR 020 296-299 and IR 020 101.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Educational Resources; *Evaluation Methods; *Information Services; Information Sources; Needs Assessment; Online Systems; *User Needs (Information)
IDENTIFIERS- *ERIC; *ERIC Clearinghouses; Question Answering

This report presents findings from a study of the Educational Resources Information Center (ERIC) user services, describes changes to current user services that can help ERIC become more competitive, and discusses strategies and options for evaluating ERIC user services. Data show ERIC information professionals have done much to identify users' information needs, made continuous promotion efforts to reach users and non-users, and provided an impressive array of services and products. They have adopted information technology to enhance their services and demonstrated strong skills in identifying, synthesizing, and organizing resources valuable to their constituencies. They also show unwavering dedication to serving users. But they are constrained by limited resources and concerned about how to ensure quality services in the face of dwindling support and rising user expectations. Many of the services provided by ERIC are important in the digital age, and ERIC information professionals have the expertise to excel in those areas. If the recommended changes are implemented, ERIC will become a more competitive player in the information arena. Data also reveal that few evaluation efforts have been made and very few of them have produced useful data for planning or improvement services. Nevertheless, meaningful evaluation can be conducted by extending earlier study instruments and statistics. The paper presents an evaluation framework, University of Kansas, Cornell University (New York), Massachusetts Institute of Technology, University of Wisconsin-Madison, North Carolina State University, University of Washington, Washington University (Missouri), and the University of Nebraska-Lincoln. A checklist for assessing faculty education programs is included. Selected resources, including documents from some of the institutions interviewed, are listed. (Contains 24 Internet resources.) (MES)

ED 437 956 IR 057 585

Peck, Robert S.
Libraries, the First Amendment and Cyberspace: What You Need To Know.
PUB DATE- 00
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Confidentiality; Elementary Secondary Education; *Freedom of Speech; Guidelines; *Internet; *Legal Responsibility; Library Administration; *Library Policy; Library Services; Obscenity; Policy Formation; *Public Libraries; Users (Information)
IDENTIFIERS- American Library Association; *First Amendment; Library Bill of Rights

Intended to be a practical guide to the issues that arise under the First Amendment for libraries that provide public access to the Internet, this book contains the following chapters: (1) "Questions and Answers about the First Amendment: Sex, Lies, and Cyberspace"; (2) "Basic First Amendment Principles and Their Application to Libraries"; (3) "The Sexual Conundrum"; (4) "The Right To Offend"; (5) "Religious Motivations and Library Use"; (6) "Just between You and Your Librarian--Library Confidentiality Laws"; (7) "Workplace Issues: Employee Free Speech and Harassment"; (8) "Children, Schools, and the First Amendment"; and (9) "Cyberspace--The Last Frontier." Appendices include: The "Library Bill of Rights" and its interpretations; guidelines for the development and implementation of policies, regulations, and procedures affecting access to library materials, services, and facilities; guidelines and considerations for developing a public library Internet use policy; dealing with concerns about library resources; conducting a challenge hearing; policy on confidentiality of library records; and policy concerning confidentiality of personally identifiable information about library users. Includes a glossary and an index. (MES)

ED 437 957 IR 057 586

Wells, Amy Tracy; Calcari, Susan; Koplow, Travis
The Amazing Internet Challenge: How Leading Projects Use Library Skills To Organize the Web.
PUB DATE- 99
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Classification; *Electronic Libraries; Evaluation Criteria; *Information Services; *Library

LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Higher Education; Internet; Library Automation; Library Development; Library Expenditures; Library Funding; *Library Networks; *Library Services; *Library Statistics; Outreach Programs; *Public Libraries; State Aid; State Libraries; Tables (Data)
IDENTIFIERS- Michigan

This statistical report on Michigan's libraries presents data provided by academic libraries, public libraries, public library cooperatives, and those public libraries that that serve as regional or subregional outlets to provide services for blind and physically handicapped patrons. For academic libraries, data are compiled from the 1998 academic library survey distributed by the U.S. Bureau of the Census. All postsecondary libraries in the state were invited to participate; the 91 libraries that responded are included in this report. Following the national and regional comparative data, statewide summaries are provided. Data for academic libraries include student enrollment, outlets, staff, library services, staff expenditures, information resources expenditures, other operating expenditures, collections added, collections held, and electronic services. For public libraries, the reporting year is the most recent fiscal year completed by each library prior to October 1, 1998. Public library data include: class size; salary and benefit information; non-resident fees and MichiCard membership; technology; outlets, hours, and staff; operating income; operating expenditures; capital income and expenditures; square footage; library collections; and library services. Contains a copy of the Public Library Annual Report form and instructions. (MES)

ED 437 977 IR 057 628

Library Services & Technology Act. Report for 1998.
PUB DATE- 99
NOTE- 45p.; For the 1997 LSTA report, see ED 418 732.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; *Grants; *Information Technology; Internet; Libraries; *Library Funding; Library Networks; *Library Services; State Programs
IDENTIFIERS- *Library Services and Technology Act 1996; Michigan

This document reports on Library Services and Technology Act (LSTA) subgrant projects in Michigan for fiscal year (FY) 1998. The introductory section includes: a description of AccessMichigan, the umbrella online service that includes a collection of more than 67 commercial databases, the SPAN (Serials, Periodicals and Newspapers) service, and the Michigan Electronic Library; AccessMichigan statistics for FY 1997/98; a state map of U.S. Congressional districts and list of representatives; and the Library of Michigan's LSTA program goals. The first section of the report lists LSTA subgrant awards in FY 1998 by Michigan Congressional districts and includes comments from previous LSTA subgrant programs. In the second section, LSTA competitive and noncompetitive subgrants awarded in FY 1998 are listed by the following funding areas: advanced technology; basic library technology; children in poverty; Internet access program; Internet training center enhancement; major urban resource libraries; persons having

WebCT. At the end of the semester, all 76 students were asked to participate in an online survey to evaluate their experience in the virtual classroom. Thirty-six students responded to the survey. A majority of the respondents found the experience to be a positive one. The flexibility of online delivery was especially appealing. Some respondents were highly unsatisfied with the experience. The author speculates that unsatisfied students might not be prepared to take the responsibility for their learning required by online delivery. Survey results and student responses are appended. Contains 1 reference, 1 table, and three figures. (RDG)

ED 437 998   JC 000 142

DeMarzo, Jenine
Sexual Knowledge, Attitudes, and Behaviors of an Ethnically Diverse Sample of Community College Students in Metropolitan New York.
PUB DATE- 98
NOTE- 153p.; Ed.D. Dissertation, Teachers College, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Cultural Differences; Doctoral Dissertations; Ethnicity; *Sex; Sex Differences; *Sexuality; Student Attitudes; Student Behavior; Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- Sex Knowledge; Sexual Attitudes

This study investigated the association among select socio-cultural variables and sexual knowledge, attitudes, and behaviors with a diverse population of metropolitan New York community college students. The Sexual Knowledge, Attitude, and Behavior Test survey instrument was administered to 338 students between the ages of 17 and 26 in their health and physical education classes. Findings indicated significant differences in overall sexual knowledge between ethnic groups, with African-Americans and white students scoring higher than the other groups. U.S.-born students scored higher in overall sexual knowledge than foreign-born students. Differences were found across ethnic groups with respect to knowledge of HIV and contraception, attitudes towards pre-marital sex, and sources from which students obtained sexual knowledge. Significant gender differences in attitude towards pre-marital sex were found among white students only, with males holding more liberal attitudes than females. Level of maternal education was significantly related to attitudes toward pre-marital sex and the number of sexual partners in the past year. Results suggest that variables such as years in the country, level of maternal education, and level of acculturation may influence sexual knowledge, attitudes and behaviors. Sections include an introduction, literature review, methods and procedures, results, discussion, summary, and conclusions. Appendices contain a consent form and a copy of the survey instrument. (Contains 14 tables and more than 100 references.) (RDG)

ED 437 999   JC 000 143

Hammons, Lisa D.; Mathews, Jerry G.
Characteristics of Students Who Successfully Complete Two-Year Degree Programs at an Urban, Historically Black, Community College.
PUB DATE- 99

Pantaleev, Tzako; Kalandarova, Natalia; Dineva, Nedka; Panev, Georgi; Petrova, Iskra
The Vocational Education and Training System in Bulgaria. Current Situation, Challenges and Reform Needs.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 98
NOTE- 71p.; Prepared by the Bulgarian National Observatory for Vocational Education, Training and the Labour Market.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Continuing Education; *Delivery Systems; Economic Change; Economic Climate; Economic Development; Educational Administration; *Educational Change; *Educational Needs; Educational Opportunities; Educational Policy; Educational Practices; Educational Research; Employment Patterns; Financial Support; Foreign Countries; Futures (of Society); General Education; Higher Education; International Educational Exchange; International Programs; Labor Market; Management Development; Needs Assessment; Policy Formation; Population Trends; Postsecondary Education; Program Administration; Secondary Education; Self Employment; Social Change; State of the Art Reviews; Trend Analysis; *Vocationa *Bulgaria
IDENTIFIERS- *Bulgaria

This report reviews the current situation of Bulgaria's vocational education and training (VET) system to identify challenges facing the system and areas needing reform. Section 1 explores the following five aspects of Bulgaria's political and socioeconomic situation: (1) demography; (2) economic developments (privatization of state enterprises, changes in production sectors, role of small and medium enterprises, role of self-employment); (3) social protection and social policy; (4) labor market (employment, unemployment, employment policies); and (5) regional developments. The following four aspects of Bulgaria's VET system are characterized in section 2: (1) organization of education and training (general education and VET at the secondary, postsecondary, and higher education levels); (2) provision of VET; (3) adaptation of VET to socioeconomic change (development of occupational families and profiles, development of new curricula, quality control and recognition of qualifications, career guidance); and (4) shaping VET polity (social dialogue, the industrial relations system, and the involvement of enterprises). Sections 3-9 discuss the following topics: (1) continuing vocational training, adult education, and management training; (2) responsible bodies (characteristics, centralization/decentralization, common standards); (3) legislation; (4) financial support; (5) bilateral and multilateral donors' contributions to VET reform (European Union Phare, World Bank, United Nations, and bilateral projects); (6) VET research; and (7) constraints, challenges, and further needs. The report contains 20 references. (MN)

ED 437 511 CE 079 578

Transition, Reconstruction and Stability in South-Eastern Europe. The Role of Vocational Education and Training. Working Document. European Training Foundation and Kulturkontakt Austria Joint Workshop on "Civil Society and Vocational Education Training. The Role of Democratic Citizenship and Diversity Education" (Mavrovo, Former Yugoslav Republic of Macedonia, September 9-11, 1999) .
PUB DATE- 99

ED 437 528 CE 079 600

Matheu, Xavier
Training against Social Exclusion. Advisory Forum Subgroup A Final Report.
PUB DATE- 99
NOTE- 112p.; For related subgroup reports, see CE 079 601-603.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Strategies; Continuing Education; Definitions; *Disadvantaged; Dropout Prevention; Dropouts; Educational Change; Educational Cooperation; *Educational Needs; Educational Objectives; Educational Trends; Employment Qualifications; Foreign Countries; International Cooperation; International Educational Exchange; *Intervention; *Labor Force Development; Needs Assessment; Partnerships in Education; Postsecondary Education; Poverty; Questionnaires; Secondary Education; *Social Stratification; Tables (Data); Trend Analysis; *Vocational Education
IDENTIFIERS- Belgium (Flanders); *European Union; Kyrgyzstan

A subgroup of the European Training Foundation's Advisory Forum held a roundtable discussion on vocational education and training (VET) against social exclusion. Representatives of the European Union (EU), all Central and Eastern European countries, and Kyrgystan focused on the following four topics: concepts and terminology related to social exclusion and job skills; specificity and conditions of partner countries regarding social exclusion; methodological approaches and strategies of intervention; and recommendations to the advisory forum. The roundtable reached four main conclusions: (1) school leavers without vocational qualification risk social exclusion; (2) action to reduce the problem should focus on prevention and should target specific approaches and specific continuing training for young adults without qualifications; (3) although the problem and solutions differ in each country, it is helpful to have access to EU member states' information and exchange of information; and (4) the first steps toward appropriate solutions should be development of national concepts for using VET to combat social exclusion. (Appendixes constituting approximately 60% percent of this document contain the following: questionnaire; the case of Kyrgyzstan as an example of social exclusion in the New Independent States; the case of Flanders as an example of social exclusion in the European Union; and statistical data.) (MN)

ED 437 529 CE 079 601

Training and Retraining in Regions. Advisory Forum Subgroup B Final Report.
PUB DATE- 99
NOTE- 84p.; For related subgroup reports, see CE 079 600-603.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Advisory Committees; Case Studies; Cooperative Planning; Delivery Systems; *Economic Development; Educational Administration; Educational Cooperation; Educational Needs; Educational Policy; Educational Trends; Foreign Countries; International Cooperation; International Educational Exchange; *Job Training; Needs Assessment; Participative Decision Making; Partnerships in Education; Policy Formation; Postsecondary Education; Power Structure; Program Effectiveness; Reentry Workers; *Regional

information on employment outcomes, satisfaction outcomes, further study, course of study, and student characteristics. Part 2, on module completers, provides information on employment outcomes, satisfaction outcomes, reasons for not continuing to study, training undertaken, and student characteristics. Sections 1-3 contain 36 figures. Section 4 consists of 59 tables that present graduate and module completer data. Section 5 contains frequency counts for all survey questions and additional data items, such as responses per institute. Appendixes include explanatory notes, glossary, brochure, cover letter, and questionnaires. (YLB)

ED 437 547   CE 079 629

Symmonds, Helen; Burke, Gerald; Harvey-Beavis, Adrian; Malley, Jeff
Workplace and Institute Accredited Training. Costs and Satisfaction.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Costs; Educational Finance; Educational Research; Foreign Countries; *Inplant Programs; *On the Job Training; *Participant Satisfaction; Postsecondary Education; *Technical Institutes; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

A case study approach was used to examine various models of technical and further education (TAFE) accredited training, with particular focus on comparative costs and student satisfaction. Literature on costing and satisfaction was reviewed. Case studies were drawn from the retail, hospitality, and automotive industries. Two comparable courses were identified from each industry area, one of them workplace-based and the other TAFE institute-based. A sample of students/trainees from each organization was surveyed by questionnaire to provide information on satisfaction levels with the various delivery modes and expenditure on training; 3-4 from each course were interviewed. Cost findings showed delivery in the workplace can allow for reduced cost of formal, structured tuition; providing workplace trainees with support from a coach or mentor incurs considerable costs; arranging workplace training for large groups may not be as easy as for small groups; and cost to companies of providing structured on-the-job training can be offset by trainees' unpaid work and the opportunity to assess trainees for possible employment. Findings indicated no evidence of less satisfaction with cheaper courses and very little difference in student/trainee satisfaction levels between industries or between TAFE and workplace-based delivery modes. TAFE students were less satisfied with the cost of their training than were workplace-based students. All highly valued practical application of the learning. (The document contains 85 references, 5 figures, 13 tables, and 2 appendices--one showing the interview schedule forms and the other giving the training costs and satisfaction rational questionnaire.) (YLB)

ED 437 548   CE 079 630

Early School Leavers and VET. Research at a Glance.
SPONS. AGENCY- Australian National Training Authority, Melbourne.

short- and long-term development issues. Some examples of the training solutions that have been implemented through the Network include the following: (1) a cost-effective approach to ISO 9000 certification training; (2) language training and training to upgrade employee skills in response to new technologies; (3) improved productivity through employee cross-training and customized computer training program; (4) training to provide employees with tools for quality control; (5) sophisticated machinist training for high-technology environments; (6) improving quality and profitability through technical writing training; (7) human resource development training to aid production floor reorganization; (8) school-to-work partnership to address future needs of electricians; and (9) internal auditor training to support a continuous improvement strategy. (KC)

ED 437 567 CE 079 656

Infusing Equity across School Reform Initiatives.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Career Education; *Education Work Relationship; Educational Change; *Educational Improvement; Integrated Curriculum; Nontraditional Students; Partnerships in Education; Postsecondary Education; Program Improvement; Secondary Education; *Sex Fairness; *Technical Education; *Vocational Education

Legislation and educational initiatives aimed at reforming Ohio's career-technical education system include establishing higher academic expectations for all students, blending academic and technical content, preparing students for postsecondary education and careers, and including all students. This paper looks at how educators, administrators, and service providers can accomplish the following equity-related items: (1) infuse equity while implementing the initiatives and legislation; (2) collaborate effectively with school staff and community service providers to enhance equity; (3) access financial resources that are available to address equity issues; and (4) assess results regarding equity. Two charts illustrate equity considerations within current federal legislation and equity considerations within Ohio career-technical education initiatives. Eight questions to consider in assessing equity issues when implementing reform initiatives are included. (KC)

ED 437 568 CE 079 657

Hughes, Katherine L.; Moore, David Thornton; Bailey, Thomas R.
Work-Based Learning and Academic Skills. IEE Working Paper No. 15.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Education; *Allied Health Occupations Education; Community Colleges; *Education Work Relationship; High Schools; Hospitals; Internship Programs; Literature

ED 437 586 CG 029 725

Schwiebert, Valerie L.
Mentoring: Creating Connected, Empowered Relationships.
PUB DATE- 00
NOTE- 194p.; With contributions from Catherine Y. Chang, Mary D. Deck, Penny Smith, June Williams, and Cathy Woodyard.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counselor Training; Cultural Pluralism; Elementary Secondary Education; *Gender Issues; Higher Education; Individual Development; *Interprofessional Relationship; *Mentors; Models; *Professional Development; *School Counseling
IDENTIFIERS- Historical Background

This book is an effort to explore the ways in which mentoring and counseling are related and can be applied to one another. To meet the needs of a diverse audience, the authors present the advantages of initiating mentoring relationships with people of different genders, age groups, and cultural backgrounds. The book presents the rich history of mentoring, traditional mentoring models, specific strategies for establishing and maintaining successful mentoring relationships, and the benefits of mentoring relationships. An overview of the history of mentoring is presented in chapter 1, followed by a discussion of the traditional male model of mentoring in chapter 2. Chapter 3 focuses on issues in cross-gender mentoring because they tend to represent the second most frequently occurring mentoring relationships. This chapter is followed by a discussion of women and mentoring in chapter 4. Barriers to mentoring relationships for and by women are discussed as well as strategies for women to benefit from the use of mentoring. Chapter 5 follows with a discussion of multicultural perspectives related to mentoring and implications of mentoring for members of underrepresented groups. Programs and models of mentoring are presented in chapter 6, focusing on the differing formal models of mentoring and emphasizing their strengths and weaknesses. Strategies for mentoring are outlined in chapter 7, and chapter 8 discusses professional development and mentoring in the field of counseling. Chapter 9 addresses mentoring in educational settings, with a focus on school counseling and mentoring. (Each chapter contains an extensive list of references, with 261 references overall, and an index.) (GCP)

ED 437 587 CG 029 733

Roth, William M.
Videotherapy: Variations upon Therapeutic Themes.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bibliotherapy; *Counseling Techniques; *Videotape Recordings
IDENTIFIERS- Video Viewing

This paper suggests that videocassettes and videodiscs of commercial films provide a hitherto untapped resource for the application of principles and practices previously in the

ED 437 607 CS 013 817

Albert, Elaine
Contrast as a Tool for Teaching Phonics.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Classroom Techniques; *Phonics; Primary Education; *Reading Processes
IDENTIFIERS- *Contrasting Groups Method; Reading Theories

Contrast is one of the great principles of any art--two things that are different are put side-by-side so that both can be seen for comparison. This paper considers initially two kinds of contrast in phonics: the sounds of the five short vowels (a e i o u); and the sequence from left-to-right in sounding out the letters. The paper states that these two contrasts are the beginning of learning how to read. It then discusses the following: contrast in consonants; contrast from three to four letter words; and contrast between need and supply (26 letters in the alphabet but the need in speech of 44 separate sound bits, or phonemes). According to the paper, phonics is the information about how the alphabet works. The paper then offers information about the hornbook, one of the first tools which people of previous generations and centuries used to learn to read. It also explains how a hornbook (always hand made) can be made today--even if the letters are produced on a computer, the other parts can be made by hand. Contains 3 references and hornbook illustrations. (NKA)

ED 437 608 CS 013 819

Fisher, Bobbi; Medvic, Emily Fisher
Perspectives on Shared Reading: Planning and Practice.
PUB DATE- 00
NOTE- 81p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; *Classroom Techniques; Early Childhood Education; Instructional Effectiveness; *Literacy; *Reading Instruction; Reading Processes; Reflective Teaching; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- Holdaway (Don); *Shared Reading

This book offers an array of useful strategies for implementing shared reading techniques in pre-K through grade 2 classrooms. Starting with an overview of shared reading theory, the book draws largely from the models of Don Holdaway and illustrates the correlation between classroom reading and the bedtime story. While traditional aspects of shared reading are discussed--from big books to chanting to contextualized word study--the book goes beyond those parameters to explore shared reading applications in other areas of literacy instruction. Topics discussed in the book include organizing for shared reading, developing teaching skills with varied texts, applying techniques in group and individual practice, and inspiring student and parent participation. The second part of the book chronicles a first-year teacher's (one of the authors) discoveries while confronting the challenges of today's implementation in Michigan--it reviews the relation between school restructuring and reading instruction and describes research on the non-monolithic character of policy responses by teachers and administrators. Part IV discusses the demise of constructivist reading policy in California. Part V suggests an agenda-setting process that culminated with current federal reading policy initiatives. (Contains 73 references.) (RS)

ED 437 628 CS 013 841

Hinson, Bess, Ed.
New Directions in Reading Instruction--Revised.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Instructional Effectiveness; *Learning Processes; *Literacy; *Reading Instruction; *Reading Strategies; Student Evaluation; *Teacher Role; *Teaching Methods
IDENTIFIERS- Cognitive Research; Critical Literacy

The gains in knowledge about the nature of reading and how to most effectively teach it come from cognitive research. This booklet (in the form of a flipchart) synthesizes and summarizes much of the current research on effective instruction for improved literacy and greater student achievement. The booklet, a revised edition of "New Directions in Reading Instruction" (1988), contains almost all the topics in the original edition, as well as several new topics such as assessment, critical literacy, and instructional technology. The booklet is organized with a logical progression of topics divided into four sections: What Students Know; What Students Do; What Teachers Know; and What Teachers Do. The learning strategies offered in the booklet are designed to help educators model and demonstrate good reading and learning practices that help students learn more effectively. (Contains 41 references.) (NKA)

ED 437 629 CS 013 842

Readence, John E., Ed.; Barone, Diane M., Ed.
Revisiting the First-Grade Studies.
PUB DATE- 98
NOTE- 111p.; Reprinted from the Oct/Nov/Dec 1997 Themed Issue of "Reading Research Quarterly," v32 n4.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Beginning Reading; Classroom Techniques; *Grade 1; Instructional Effectiveness; Primary Education; *Reading Instruction; *Reading Research
IDENTIFIERS- First Grade Reading Group Study; Historical Materials; Interpretive Research

This collection of articles commemorates the 30th anniversary of an influential study by Guy Bond and Robert Dykstrain reading research, known as the First-Grade Studies. These articles provide a view of the historical implications of the First-Grade Studies and how the Studies continue to provide valuable insights for those who seek answers about effective beginning reading instruction. The articles in the collection are entitled: "Introduction: Revisiting the First-Grade Studies:

lens of a cohesive instructional design, the Book Club Program. It presents a pedagogical model based on a five-year project combining the work of teachers and researchers. The book is divided into three parts: foundations, classroom implementation issues, and teacher case studies. Thoughtful between-chapter commentaries by outside scholars bring multiple perspectives to the program's merits. Just as it is important for professors, researchers, and other educators involved in literacy and teacher education, it will also be useful for K-8 reading teachers. Section I (The Book Club Program Foundations and Components) includes the following 5 chapters and commentary: "The Book Club Program: Theoretical and Research Foundations" (Susan I. McMahon and Taffy E. Raphael); "Classrooms As Communities: Features of Community Share" (Taffy E. Raphael and Virginia J. Goatley); "Reading in the Book Club Program" (Susan I. McMahon); "When Readers Write: The Book Club Writing Component" (Taffy E. Raphael and Fenice B. Boyd); "Book Clubs: Contexts for Students to Lead Their Own Discussions" (Susan I. McMahon); and "Commentary: Learning to be Literate: Reconciling Convention and Invention" (Gordon Wells). Section 2 (Extending Research on the Book Club Program) includes 5 chapters: "Talk About Text Among Special Education Students" (Virginia J. Goatley); "Exploring the Use of Book Club with Second-Language Learners in Mainstream Classrooms" (Cynthia H. Brock); "The Cross-Aged Literacy Program: Preparing Struggling Adolescents for Book Club Discussions" (Fenice B. Boyd); "Assessment Research in the Book Club Program" (Tanja L. Bisesi and Taffy E. Raphael); and "Students Speak: Book Club from Our Perspective" (Christi Vance, Justin Ross, and Jenny Davis, with Cynthia H. Brock). Section 3 (Teacher-Researchers in the Book Club Program) presents 5 chapters: "Reflective Teaching for Continuing Development of Book Club" (Laura S. Pardo); "Book Club Through a Fishbowl: Extensions to Early Elementary Classrooms" (Pam Scherer); "They Can Do It Too!: Book Club with First and Second Graders" (Kristin Walden Grattan); "Book Club: The Content-Area Connection" (Kathy Highfield and Julie Folkert); and "A Portfolio Approach to Book Club Assessment: Navigating Instruction and Monitoring Student Growth" (Julie Folkert and Sara Bean). (Contains approximately 400 references.) (EF)

ED 437 652 CS 013 872

Beginning Reading Instruction: Practical Ideas for Parents (Instruccion para comenzar a leer: ideas practicas para padres de Familia).
PUB DATE- 97
NOTE- 48p.; Spanish language volume report number is GE8-160-01 (Spanish).
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; Learning Activities; *Parent Participation; Reading Aloud to Others; *Reading Instruction; *Reading Strategies; Spelling; Vocabulary Skills

Noting that children's success as learners rests on their ability to read well, this booklet provides parents with information about learning to read and includes activities for them to use in helping their children become readers. Twelve essential components of research-based reading programs are discussed:

IDENTIFIERS- Face to Face Communication; Technology Integration

This paper reports on a college educator's attempts over the past two years to use computer conferencing via the Internet as a 3-week unit in a semester-long senior level seminar in Interpersonal Communication. The paper states that the educator wanted to see if he could successfully add computer conferencing as a part of an existing face-to-face (FtoF) course. A computer conference is defined in the paper as an asynchronous electronic conference organized by subject or topic. According to the paper, since computer conferencing satisfies the college as a writing intensive course and the teaching method employed is process and discussion-oriented, the effective use of computer conferencing parallels classroom discussion in FtoF classes. The paper explains that one part of the course examines "the mediating effects of the computer" in the development, maintenance, and dissolution of online personal, social, and working relationships. It adds that computer conferencing was used in place of FtoF class discussion to give the students practical experience in computer conferencing via the Internet as they read about computer mediated communication and discussed its effects on the development of interpersonal relationships. The paper describes the online unit in the seminar and recounts the online interactions. It also presents self-reported data from the 22 students who participated and were asked to respond anonymously to a series of questions about the class. The paper then discusses the students' final papers and their opinions of the differences between relationships online and FtoF. (Contains conferencing information.) (NKA)

ED 437 673   CS 510 193

Moemeka, Andrew A.
Development Communication and the New Millennium: Which Way for Africa?
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, IL, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Needs; *Developing Nations; *Development Communication; *Educational Needs; Foreign Countries; Futures (of Society); Interpersonal Communication; Mass Media Role; *Social Change
IDENTIFIERS- *Africa; *Development Education; Educational Issues

Since development communication began in Africa in the 1950s, it has been based on the erroneous belief, first, that development meant westernization and, later, that it meant modernization. This led to two working assumptions: that money and educated (qualified) personnel were all that was needed to create development; and that all efforts should be concentrated on the rural areas. Because development has been misinterpreted to mean modernization, all efforts have been geared towards education for certification, urbanization, personal wealth accumulation, building of skyscrapers, and fruitless efforts at living like people in the Western world. In the next millennium, development communication efforts should be directed more towards enlightening the elite segment of the African population. A key factor in social development and change is education for practical and restrictive purposes--as

PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the Western States Communication Association (71st, Sacramento, CA, February 25-29, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Family Involvement; Intermediate Grades; *Mass Media Use; *News Media; *Parent Child Relationship; *Parent Participation; *Political Socialization; Secondary Education; *Socioeconomic Status
IDENTIFIERS- *Political Communication

A model of family influence that reverses the traditional roles of parents and children is presented to explain the results of a school intervention that narrowed political communication and knowledge gaps between parents of high and low socioeconomic status (SES). Students' exposure to a civics curriculum stimulated adolescent news media use at home and discussions with parents about an ongoing election campaign. These discussions, in turn, stimulated parents to pay more attention to news and to gain political knowledge. Students in grades 5-12 and one parent of each family were interviewed in a quasi-experimental evaluation of the civics curriculum (N=457 pairs). Parents in low-SES homes had not been strongly socialized to politics in their own youth, but their children's exposure to the school intervention provided them a "second chance" at citizenship. This study highlights the capacity of the child to stimulate political communication in low-SES families. Contains 49 references, and 4 tables and 2 figures of data. Appendixes contain 2 additional tables of data. (Author/RS)

ED 437 696 CS 510 222

Cotton, Eileen Giuffre
The Online Classroom: Teaching with the Internet. Fourth Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 269p.; Published with EDINFO Press. For the second edition, see ED 400 577; for the third edition, see ED 413 606.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Class Activities; Educational Games; Electronic Mail; Elementary Secondary Education; *Information Seeking; Instructional Innovation; *Language Arts; Lesson Plans; Teaching Methods; *World Wide Web
IDENTIFIERS- *Technology Mediated Interactive Learning

Presenting a wide array of Internet addresses and sample lessons, this fourth edition shows how teachers can integrate the Internet into their K-12 curriculum to actively involve students. The first section of the book (chapters 1-6) deals with the programs needed to use the Internet, as well as 100 great web sites for teachers, how to manage the Internet classroom, and how to search the Internet effectively and easily. The second section (chapters 7-16) contains lessons with clearly stated goals, rationales, objectives, procedures, and evaluation guidelines. After a matrix of contents and an introduction to the basics, chapters in the book are: (1) "The program after return to the home campus (73.2 percent); (7) no return trip to the alternative program (67.9 percent); and (8) improved academic achievement (61.5 percent). An appendix contains the Disciplinary Alternative School Program Survey. (Contains 24 references.) (RJM)

ED 437 716   EA 030 195

Fager, Jennifer; Boss, Suzie
Focused Discussion...Peaceful Schools. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 24p.; This booklet is from the "By Request" publication series developed by Northwest Regional Educational Laboratory. Adapted by Pacific Resources for Education and Learning.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Early Intervention; Educational Environment; Elementary Secondary Education; Prevention; Program Effectiveness; State Surveys; Student Behavior; Student Welfare; *Violence

This booklet is part of a series designed to give educators useful information as they build a sense of community. The text focuses on violence in schools and what stakeholders can do to address this complex problem. It establishes the context for assessing violence and the potential danger to students and educators. It describes violence as learned behavior that can be unlearned and emphasizes the importance of early interventions that teach positive life skills. It offers a profile of violent versus nonviolent children and argues for the importance of positive role models, self-esteem, a sense of hope, and other conditions that can help students address problems in a nonviolent manner. Unfortunately, many children are subject to poverty, domestic violence, and other factors that increase their chances for using force to resolve difficulties. Some of the warning signs for future violent behavior include aggressive outbursts for no reason, an inability to follow directions, poor grades, insensitivity toward others' feelings, alcohol consumption, and poor school performance. To help potentially violent students, schools can use existing programs to identify existing problems. A heightened sense of community, discipline, effective classroom management, conflict-resolution skills, mentoring programs, weapons education, and parent participation can help violence prevention. (Contains 31 references.) (RJM)

ED 437 717   EA 030 196

Schoppmeyer, Martin W., Sr.; Noggle, F. Keller; Portman, Gerald L.; Schoppmeyer, Martin W., Jr.
The Arkansas Nightmare.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Education Finance Association (Seattle, WA, March 17-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

administration professorate means that more role models and support will be available to women. (Contains 50 references.) (RJM)

ED 437 736 EA 030 221

School Bus Safety: Safe Passage for America's Children.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bus Drivers; *Bus Transportation; Elementary Secondary Education; *Safety; *School Buses; Student Transportation
IDENTIFIERS- National Highway Traffic Safety Administration

This document outlines measures to enhance the safe transportation of children to and from school. It reports that the National Highway Traffic Safety Administration (NHTSA) is dedicated to the highest standards of safety in school buses, and it outlines some of the NHTSA guidelines, such as rollover protection, body-joint strength, seat belts, emergency exits, fuel-system integrity, handrails, nonconforming vans, and passenger seating. The report provides a brief history of NHTSA's activities related to school-bus safety, including behavioral program and vehicle regulations. It discusses current projects and future agency plans, including recent research that aims to make the next generation of school buses safer. Because children are at much greater risk of being killed as a pedestrian in a school-bus loading zone rather than as a passenger on a school bus, educating children on how to be safe pedestrians is fundamental to safety. The booklet describes various education programs for children, and it discusses the training and licensing of school-bus drivers. It analyzes motorist behavior, especially stop-arm violators and illegal passing, and the various safety enhancements that have been made to buses over the years. Two appendices provide federal motor-vehicle safety standards and other information. (RJM)

ED 437 737 EA 030 222

Portin, Bradley S.
Manifestations of Critical Leadership in Tides of Reform: Contradiction or Opportunity?
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 29-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Change Strategies; *Educational Change; Elementary Education; Foreign Countries; *Instructional Leadership; Leadership Qualities; Longitudinal Studies; Principals
IDENTIFIERS- England (Oxfordshire); Head Teachers

This paper examines the changing role--and important conceptions of leadership for that role--espoused by headteachers in British primary schools during a period of significant reform. It illustrates the interplay between structural effects on roles and emerging leadership perspectives found in the accessibility statement; (2) accessibility coordinator, (3) accessibility advisory council; (4) staff training; (5) review of existing facilities and programs; (6) planning for accessibility; (7) promoting and advertising accessibility in the museum; (8) grievance procedures; and (9) ongoing review of access efforts. Chapter 3, "Accessible Facilities and Exhibits," gives a wide range of practical and specific recommendations on how museums can design accessible exhibits and programs. The final chapter, "Content Communication," presents alternative ways that museums can effectively communicate information about the content of their collections to all visitors. A 20-page resources section is provided that includes further sources of information about the ADA. (CR)

ED 437 755 EC 307 603

Toth, Anne E.
Improving the Delivery of the Sign-Language Instruction Program for Parents of Children Who Are Deaf and Receiving Services from a School for the Deaf.
PUB DATE- 99
NOTE- 94p.; Ed.D. Practicum I Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Sign Language; Data Analysis; *Deafness; Elementary Secondary Education; Instructional Effectiveness; *Parent Education; *Parent Participation; *Parent Workshops; Pretests Posttests; Surveys; Training

This report discusses the outcomes of a practicum designed to address the lack of parent participation in American Sign Language (ASL) training by parents of children with hearing impairments. Using a pretest-posttest design, 46 parents of children who are deaf and receive services from a school for the deaf were surveyed. Based on the needs assessed in the pre-implementation survey, an implementation plan was developed using the resources of the school, parents, and community. Concerns of the parents were identified and four outcomes were specified and achieved. The program aimed at increasing awareness, attendance, use, and active involvement of parents in deciding the kind of sign-language instruction they want for themselves. The post-implementation survey data gave evidence of a 10 percent increase in all four targeted areas. As a result of the program there was an increase from 21 to 39 parents of the 184 eligible parents using the sign-language instruction programs that were offered. Appendices include the Sign-Language Instruction Program Survey for Parents, letters to parents, a synthesis of data compiled from the pre- and post-implementation surveys, and the summary report to parents on practicum completion. (Contains 32 references.) (CR)

ED 437 756 EC 307 604

Cone, Alicia A.
Self-Reported Training Needs and Training Issues of Advisors to Self-Advocacy Groups for People with Mental Retardation.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Disabilities; *Helping Relationship; *Mental

(120)

DESCRIPTORS- Accessibility (for Disabled); Ancillary School Services; Civil Rights Legislation; College Administration; College Housing; *Compliance (Legal); Deaf Interpreting; *Deafness; Educational Legislation; Equipment; *Federal Legislation; *Hearing Impairments; Higher Education; Literacy; Partial Hearing; Student Personnel Services; Vocational Rehabilitation

IDENTIFIERS- *Americans with Disabilities Act 1990

This publication provides answers to questions concerning responsibilities of institutions of postsecondary education toward students who are deaf or hard of hearing under the Americans with Disabilities Act. These questions were originally received but not answered due to time constraints during two satellite conferences held by the Midwest Center for Postsecondary Outreach (Minnesota). Following an introduction and an explanation of PEPNet (the Postsecondary Education Programs Network), the questions and answers are organized by the following topic areas: (1) literacy, (2) auxiliary services--interpreting, (interpreting), (3) auxiliary services--note taking, (4) auxiliary services--captioning, (5) vocational rehabilitation, (6) administration issues, (7) residence halls, and (8) equipment. Extensive footnotes refer to court and agency rulings. (Contains 71 references.) (DB)

ED 437 773 EC 307 621

Stuckless, Ross; Ashmore, Don; Schroedel, John; Simon, Jo Anne

Introduction: A Report of the National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Association on Higher Education and Disability.

PUB DATE- 97

NOTE- 18p.; Also sponsored by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). Distributed in collaboration with the Postsecondary Education Programs Network (PEPNet).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Ancillary School Services; College Choice; Data Analysis; Deafness; *Delivery Systems; Educational Legislation; *Enrollment Trends; Federal Legislation; *Hearing Impairments; Higher Education; Individual Differences; Models; Partial Hearing; *Student Personnel Services

IDENTIFIERS- *Americans with Disabilities Act 1990; Deaf Culture

This paper is an introduction to a series of reports intended to assist postsecondary institutions in developing and maintaining high quality special services for students who are deaf and those who are hard of hearing. A brief review of the history of deaf students in the United States from 1813 to the present precedes data on present college enrollments of deaf and hard of hearing students and data on the number and kinds of colleges reporting the enrollment of deaf and hard of hearing students. The following section considers sources of variability within the population of hearing impaired students including degree of hearing loss, age at onset, communication skills and preferences, and self-identification with "deaf" culture. Discussion of the various prior educational experiences considers types of schools attended and communication methods used in various school settings. Special

Teachers; #Teacher Education; #Theory Practice Relationship; Toddlers
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; #Office of Special Education Programs

This directory is one of five which together describe almost 1200 discretionary grants and contracts currently supported by the Research to Practice Division of the Office of Special Education Programs under the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). This document covers grants and contracts in the program area of Personnel Preparation. The program descriptions are grouped by the 13 competitions under which they were funded, including: Preparation of Special Education, Related Services, and Early Intervention Personnel To Serve Infants, Toddlers, Children, and Youth with Low-Incidence Disabilities; Preparation of Leadership Personnel; Preparation of Minority Personnel; Preservice Personnel Training; Special Projects; Improving the Preparation of Personnel To Serve Children with High-Incidence Disabilities; Projects of National Significance; Partnerships To Link Personnel Training and School Practice; and Special Olympics. Provided for each project description is the following information: grant number; project title; name of project director; contact information (organization, address, phone number, Fax number, e-mail address); the project's purpose; the methodology; and proposed products. There are four indexes: a project director index, an organization index, a state index, and a subject index. (DB)

ED 437 792 EC 307 642

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1999: Technical Assistance, Dissemination, and Parent Information.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 144p.; For the 1998 report, see ED 426 563; for related 1999 volumes see EC 307 640-644.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Contracts; #Disabilities; Elementary Secondary Education; Federal Aid; Federal Programs; Grants; #Information Dissemination; #Parent Education; #Research and Development; #Technical Assistance; Theory Practice Relationship
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; #Office of Special Education Programs

This directory is one of five which together describe almost 1200 discretionary grants and contracts currently supported by the Research to Practice Division of the Office of Special Education Programs under the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). This document covers grants and contracts in two program areas, "Technical Assistance and Dissemination" and "Parent Training and Information". The program descriptions are grouped by the 22 competitions under which they were funded, such as: Parent Training and Information Centers; Linking Policy and Practice Audiences with the 1997 Amendments of IDEA; Projects for Children and Young Adults Who Are Deaf-Blind; Regional Resource Centers and Community Parent Centers; field-initiated research projects; directed research projects; model demonstration projects for young children with disabilities; and outreach school needs are discussed. A series of appendices include a glossary, a 15-item bibliography, sample facility layouts, and an overview of EIA/TIA standards. (GR)

ED 437 812   EF 005 612

Good Enough for Congress? A Pictorial Representation of Why Americans Deserve Better School Buildings.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; Enrollment; Financial Support; *High Schools; *Public Schools; School Construction; *State Aid
IDENTIFIERS- Building Evaluation; Political Framing

This booklet visually depicts the current condition of public high schools attended by various members of the House Ways and Means and Senate Finance Committees, including photos, statistics, and facts about each school and other public education facilities in each member's respective state. Additionally provided are state statistics that list the number of schools in the state, total enrollment, state funding for public schools for 1993-94, and the total state and local district school construction spending for 1995-96. Each high school summary contains data on current building conditions and projected needs by state. The report concludes with data on the dollar amount of estimated tax credit bond allocations under legislation introduced in the 106th Congress. (GR)

ED 437 813   EF 005 638

Rebuilding Our Schools Brick by Brick.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Crowding; *Educational Facilities Improvement; Educational Legislation; Elementary Schools; Elementary Secondary Education; Financial Support; High Schools; *Problem Solving; School Construction; *School Expansion
IDENTIFIERS- *Chicago Public Schools IL

This report takes the experience of one city--Chicago, Illinois--and uses it as a detailed example of how the struggle to rebuild U.S. schools, particularly a large-scale program, has fared in the real world, highlighting the need for a federal role in helping state and local governments fix its school buildings and relieve overcrowding. Chapter One examines the connection between the quality of school facilities and learning, and how new ideas about school design may improve the quality of education provided to the nation's children. Chapters Two and Three examine Chicago's experience in repairing its school buildings and alleviating overcrowding. Chapter Four and the report's conclusion return to a national perspective to look at the extent of the school building crisis, national enrollment trends, and what state and local governments have been able to do on their own to solve their problems. Chapter Four also includes case studies on how some public school curriculum for French immersion instruction for 5-year olds in preschool, intended for implementation in September 2000. The first part outlines the rationale and organization of the curriculum model and its five guiding principles. The second part describes the seven targeted areas of instruction (personal and social responsibility, French as a second language, appreciation of the French language, physical abilities and well-being, sensitivity to the community and environment, expression of artistic appreciation, mathematics) and anticipated results; outlines the organization of the curriculum within each of these areas; and discusses how the home, school, and community resources can be used to support French language learning and use. (Contains 19 references.) (MSE)

ED 437 836 FL 026 111

Programme d'education de Maternelle--Francais Langue Premiere (Kindergarten Education Program--French as a First Language).
PUB DATE- 99
NOTE- 73p.; Poster not available from ERIC.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Content; *Curriculum Design; Educational Objectives; Foreign Countries; *French; *Kindergarten; *Language Skills; Native Language Instruction; Primary Education; Public Schools
IDENTIFIERS- Alberta

The materials in this document discuss the Alberta (Canada) public school curriculum for French native language instruction for 5-year olds in preschool, intended for implementation in September 2000. The first part outlines the rationale and organization of the curriculum model and its five guiding principles. The second part describes the seven targeted areas of instruction (personal and social responsibility, French as a second language, appreciation of the French language, physical abilities and well-being, sensitivity to the community and environment, expression of artistic appreciation, mathematics) and anticipated results; outlines the organization of the curriculum within each of these areas; and discusses how the home, school, and community resources can be used to support French second language learning and use. (Contains 23 references.) (MSE)

ED 437 837 FL 026 112

Senior High English as a Second Language: Authorized Resources Annotated List.
PUB DATE- 99
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Bilingual Instructional Materials; *English (Second Language); Foreign Countries; *High School Seniors; High Schools; Individualized Instruction; *Instructional Materials; Language Proficiency; Literacy; Material Development; Second Language Instruction; Second Language Learning; Teaching Guides; Vocabulary Development
IDENTIFIERS- Canada

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Advanced Students; College Students; Context Effect; *English (Second Language); Foreign Countries; Higher Education; Instructional Innovation; Interviews; Learning Strategies; Oral Language; *Reading Comprehension; Reading Processes; Reading Writing Relationship; Second Language Instruction; Second Language Learning; Self Evaluation (Individuals); *Short Stories; *Teaching Methods

IDENTIFIERS- Taiwan

The purpose of this study is to investigate how ten advanced Taiwanese English as a Foreign Language college students comprehend and interpret two English short stories--"The Discus Thrower" and "A Passage to India." Two types of data were gathered for this study: verbal self-reporting and post-reading responses. Oral interviews were used to analyze, interpret, generate themes, and to generally debrief the participants. Based on this analysis, four themes on reading emerged (sense-making, communication, reflexivity, and recontextualization) and are discussed in depth. Sense-making deals with how the participants made sense of the texts by searching for meaning flexibly and inflexibly. Communication deals with how they handled reading dissatisfaction and suspense. Reflexivity deals with situations where participants reflected upon themselves as in their roles as readers, thinkers, and learners. During recontextualization, participants changed their interpretations, previous understandings, and reading stances while they re-read the texts. Conclusions are fourfold: teachers should respect students' meaning-making of the texts and try not to impart their own interpretations; the reader response approach should include ungraded journals and free-writing as well as oral reflection; students should be encouraged to embrace difficulty, ambiguity, confusion, and divergence and not shun them; the level of reader flexibility is itself rather flexible, varying with the readers' orientations, assumptions, and beliefs from one text to the next. Two appendices containing the two English short stories, are included. (Contains 28 references.) (Author/KFT)

ED 437 856 FL 026 152

Cyncar-Hryschuk, Markiana, Comp.; Petriw, Lesia, Comp.

Khorobrist': Zbirka tekstiv (Courage: A Reader). Ukrainian Language Development Series.

SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.

PUB DATE- 99

NOTE- 53p.; For related documents, see FL 026 153-155. Made possible by the Financial Support of the Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, and the Ukrainian Professional and Business Club of Edmonton.

LANGUAGE- Ukrainian

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Cultural Awareness; *Cultural Education; Dialogs (Language); Foreign Countries; Heritage Education; Instructional Materials; Literature; Native Language Instruction; Poetry; Reading Materials; Second Language Instruction; Second Language Learning; Short Stories; *Ukrainian; Uncommonly Taught Languages

This book is one of four intermediate-level readers in a series intended for second- or native language learners of Ukrainian. It includes a selection of short texts in modern Ukrainian, does influence overall student satisfaction. At-risk (expect to drop out or transfer) or materialist (be well off financially) values lead to lower satisfaction levels, while an undecided (career aspiration) value orientation is associated with higher levels of overall satisfaction. Activist (participates in volunteer work), academic (expects to graduate), artist (create artistic work), and utilitarian (attending college to get better job) value orientations appear to have no significant impact on overall student satisfaction. (Contains 13 references.) (CH)

ED 437 876 HE 032 709

Ward, Kelly; Vernon, Andrea
Community Perspectives on Student Volunteerism and Service Learning. ASHE Annual Meeting Paper.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, DC.; Corporation for National and Community Service, Washington, DC.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Attitudes; *Community Services; Cooperative Programs; Higher Education; Partnerships in Education; Public Relations; School Community Programs; *School Community Relationship; *Service Learning; *Student Participation; Student Volunteers; *Volunteer Training
IDENTIFIERS- *ASHE Annual Meeting

This paper explores community perceptions of students and faculty involved in service learning and campus outreach initiatives, examining how communities and campuses engage in service activities; how the service mission of higher education is perceived; whether service learning students help or hinder community agencies; and how partnerships between campuses and their communities can be enhanced. In the first part of the two-phase study, 65 directors of community service agencies in four towns in a rural Northwestern state were surveyed; questions covered general background information, overall perceptions of the campus, and questions related to student service providers. In the second phase, follow-up interviews were conducted with 30 agency personnel from a single community. The study found that communities generally have positive perceptions of campuses in their area; that there are challenges and benefits in working with service learning students; and that agency personnel want more coordination and communication with campus counterparts. Some concluding recommendations are offered: (1) communication lines need to be opened; (2) campuses need to open their doors to community partners; (3) campuses and communities need to jointly approach issues associated with recruitment, training, and retention of service providers; and (4) the purpose and expectations of campus-based service initiatives need to be clearly defined. (Contains approximately 35 references.) (CH)

ED 437 877 HE 032 749

EDExpress, 2000-2001: Application Processing.
PUB DATE- 00
NOTE- 330p.

PUB DATE- 99
NOTE- 150p.; Also available on CD-ROM.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- ely 54 references.) (CH)
that any instruction is based in the contextual realities of
DESCRIPTORS- *Computer Software; *Computer Software Evaluation; Computer Software Selection; Costs; Courseware; Educational Resources; *Educational Technology; Elementary Secondary Education; *Instructional Materials; *Multimedia Materials; Reference Materials

"Only the Best" is an Association for Supervision and Curriculum Development (ASCD) annual reference containing information on software programs and multimedia applications that have met stringent criteria for excellence. The purpose of this reference is to provide a quick and easy way for curriculum directors, technology coordinators, librarians, teachers, school administrators, students, and parents to find the highest-rated materials available. The book uses a two-column format. The left column contains information such as subject area and grade levels served, cost, and hardware requirements. The right column holds an in-depth description of the program as well as helpful tips from evaluators. Programs that cater to special needs students are highlighted in the right column. An Interdisciplinary Index is provided that allows users to locate programs appropriate for a specified subject area or across the curriculum. A software publisher directory and title index are also provided. This year's edition features 93 programs new to "Only the Best" as well as 16 "Classics." New to the 1999-2000 edition is the listing of Multiple Intelligences as a feature in each of the program descriptions, as well as the introduction of a "Multidisciplinary" category. The body of the reference consists of full-length program descriptions listed alphabetically by subject. A section on the evaluation process, list of highest-rated programs for 1999-2000, and "Only the Best" Classics are included. (AEF)

ED 437 898 IR 019 847

Feyten, Carine M., Ed.; Nutta, Joyce W., Ed.
Virtual Instruction: Issues and Insights from an International Perspective.
PUB DATE- 99
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Computer Uses in Education; Cost Effectiveness; Cultural Pluralism; *Distance Education; Educational Development; Educational Technology; Elementary Secondary Education; Foreign Countries; Instructional Development; Instructional Innovation; Nontraditional Education; Program Development
IDENTIFIERS- Technology Implementation; *Virtual Classrooms

The essays in this book, by contributors from around the world, clarify predominant theoretical issues that pertain to virtual instruction, and offer practical suggestions for implementing these programs in any setting. Chapters include: "Mapping Space and Time: Virtual Instruction as Global Ritual" (Joyce W. Nutta and Carine M. Feyten); "Assessing Cost-Effectiveness for Virtual Learning and Instruction: Why and How?" (Christel Claeys); "Educational Vision, Theory, and Technology for Virtual Learning in K-12: Perils, Possibilities, and student performance that is used to improve the instructional design of the course, refine the BTs, and help individual students better understand concepts. Tables are included that provide information on BT contents, BT attempt rates, course grades, and student evaluations. Sample BTs are appended. (Contains 12 references.) (MES)

ED 437 918 IR 019 879

Converso, Judith A.; Schaffer, Scott P.; Guerra, Ingrid J.
Distributed Learning Environment: Major Functions, Implementation, and Continuous Improvement.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; *Educational Planning; Higher Education; Instructional Design; *Instructional Development; *Instructional Systems; Learning Theories; Military Training; Models; Needs Assessment; Performance Technology; *Systems Approach
IDENTIFIERS- *Conceptual Models; Course Development; Florida State University; *Learning Environments; Navy

The content of this paper is based on a development plan currently in design for the U.S. Navy in conjunction with the Learning Systems Institute at Florida State University. Leading research (literature review) references and case study ("best practice") references are presented as supporting evidence for the results-oriented distributed learning environment. The paper describes a conceptual model for a distributed learning environment, including linkages of performance requirements and appropriate learning theories and models. This conceptual model is embedded in a systems approach and reflects a learner-centered educational system. The emphasis is based on a results-oriented performance model for optimal required outcomes. The model is described in terms of a performance framework identified by both a needs assessment and needs analysis and comprised of four major subsystems (i.e., learner/performer support, course development, management, and learner/performer record), and the components of each subsystem, including key features and characteristics, functional requirements, and theoretical references. (Contains 21 references.) (Author/MES)

ED 437 919 IR 019 881

European Glossary on Education. Volume 1: Examinations, Qualifications and Titles. Ready Reference.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 99
NOTE- 223p.; Also available in French and German.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Degree Requirements; *Degrees (Academic); Elementary Secondary Education; Foreign Countries; Glossaries; Higher Education; Instructional Systems; *Qualifications; Tables (Data); *Testing; *Tests
IDENTIFIERS- *Europe

This glossary clarifies the meaning of titles, qualifications, and examinations relating to education systems in the following European countries: Belgium, Denmark, Germany, Greece, Spain, discusses the importance of validity, reliability, and generalizability in evaluation, and describes strategies to ensure successful evaluation in a decentralized environment like ERIC. Appendices contain questions for ERIC Directors and questions for ERIC User Services Coordinators. (Contains 56 references.) (Author/AEF)

ED 437 936 IR 020 299

Carruthers, Iva E.
ERIC Products and Information Dissemination.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 00
NOTE- 43p.; This paper is part of a set of five papers commissioned by the U.S. Department of Education as preliminary preparation for an upcoming comprehensive system-wide evaluation of the Educational Resources Information Center (ERIC). For the complete set of commissioned papers, see IR 020 296-299 and IR 020 101.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Resources; *Information Dissemination; *Information Services; Information Sources; Needs Assessment; Online Systems; *Research and Development; Strategic Planning; User Needs (Information)
IDENTIFIERS- *ERIC

The focus of this paper is the Educational Resources Information Center's (ERIC's) products and information dissemination. Its purpose is to collect and review existing studies and analyze information: (1) about the effectiveness and appropriateness of the array of products ERIC now produces in meeting user demands and needs; (2) about the styles, format, and types of new products it will need to meet new customer demands; and (3) about the appropriate use of different media and technologies to disseminate information more effectively and in a more timely manner. Recommended methodological strategies that might be incorporated into a large-scale evaluation of the ERIC system are presented at the end of the paper, along with suggested key questions for the areas of product success, user needs, quality and standardization, and clearinghouses and partnerships. (Author/AEF)

ED 437 937 IR 020 300

Colker, Laura J.
Reminiscences from the Field: The Continuing Story of ERIC.
PUB DATE- 00
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Development; *Educational Resources; History; Information Networks; *Information Services; Information Sources; Information Technology; Internet; Interviews; *Reminiscence; Technological Advancement
IDENTIFIERS- *Educational Information; *ERIC

The Educational Resources Information Center (ERIC) was born in the mid-1960s and is today the world's largest and most popular educational database. The history of ERIC's early development has been told in Del Trester's 1981 narrative, "ERIC--The First

Collections; Library Funding; Library Material Selection; Users (Information); *World Wide Web
IDENTIFIERS- *Electronic Resources; Web Sites

This book describes how the following 12 virtual libraries use library skills to organize Internet resources: Agriculture Network Information Center (AgNIC); Argus Clearinghouse; Blue Web'n; BUBL Information Service; Edinburgh Engineering Virtual Library (EEVL); INFOMINE; Internet Public Library (IPL); Librarians' Index to the Internet (LII); Mathematics Archives; Organising Medical Networked Information (OMNI); Scout Report Signpost; and Social Science Information Gateway (SOSIG). Each chapter follows the same basic outline: (1) responsible persons; (2) mission statement; (3) funding source(s), as well as project budgets; (4) target audience and secondary audience; (5) description of the collection; (6) selection criteria and evaluation process of resources; (7) mechanics of production, including software and hardware; (8) taxonomy or classification used and any modifications; (9) strengths of the project; (10) weaknesses of the project; (11) time frames for the project; (12) future goals of the project; and (13) a vision statement concerning the future of resource location and description. Includes subject and alphabetical indexes of World Wide Web sites. (MES)

ED 437 958 IR 057 587

Swaine, Cynthia Wright
Paving the Way for Collaboration between Librarians and Faculty.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; College Faculty; Educational Technology; Higher Education; *Librarian Teacher Cooperation; Librarians; Library Collection Development; Library Instruction; *Library Role; *Library Services; Organizational Communication; *Outreach Programs; Workshops
IDENTIFIERS- Old Dominion University VA

This paper summarizes some of the traditional, as well as newer, ways that academic librarians can interact with faculty and thereby demonstrate what they have to offer in future collaborative efforts. Examples are drawn from the author's experience at Old Dominion University (Virginia). Highlights include: university service, including librarians serving on the faculty senate, committees, task forces, and interest groups; communications, including library newsletters; workshops, seminars, and forums for faculty and graduate students; events for new faculty, including participation in university-wide orientation; library instruction, including course-related library instruction and learning communities; collection development, including librarian attendance at faculty meetings of departments; new services, including digital services; work with other service units on campus, including creating World Wide Web-based courses, teaching on television, other nontraditional teaching and learning methods, beginning computer skills workshops for students, and term paper assistance; and social gatherings. (MES)

ED 437 959 IR 057 610

Weinberg, Linda; Barbakoff, Sondra; Bellard, Eloise; Roberson, Gloria difficulty using a library; regional/subregional; and regions of cooperation. The members of the LSTA 1998 Advisory Council are also listed. (MES)

ED 437 978 IR 057 629

Library of Michigan: Financial Management Reference Guide.
PUB DATE- 99
NOTE- 91p.; Prepared by Plante & Moran, LLP. "This project is funded with a Library Services and Technology Act grant from the Institute of Museum and Library Services administered by the Library of Michigan."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accounting; Budgeting; Budgets; Financial Audits; Financial Policy; Glossaries; Investment; *Library Administration; *Library Funding; *Money Management; Property Taxes; State Aid
IDENTIFIERS- Financial Reports; Michigan

Developed to provide library directors, staff, and board members with information for performing accounting and financial management functions, this guide answers frequently asked questions, describes common practices and processes, provides examples and suggested formats for selected financial reports, and identifies issues that may require outside assistance. Although relevant for libraries of various types and sizes, the guide is more focused toward governmental unit libraries. The following chapters are included: (1) "Accounting for Libraries," including basis of accounting, types of funds, comparison of governmental funds and commercial accounting, and Governmental Accounting Standards Board; (2) "Fund Balance," including determining fund balance and special considerations; (3) "Budgeting," including budget concepts, types, requirements, and calendar, as well as an example budget; (4) "Financial Reporting," including purpose, external/internal requirements, and sample reports; (5) "Property Taxes," including the property tax process, taxable value, mileage rates, and the Headlee Amendment; (6) "State Funded Revenue," including components of state funded revenue; (7) "Investments," including explanation of the Investment Act, summary of legal investments, and requirements of an investment policy; (8) "Financing of Library Projects"; (9) "Audit Process," including the difference between auditing and accounting, audit requirement, types of audits/audit process, selection of an independent auditor, and preparation for an audit; (10) "Internal Controls," including internal control objectives, components, limitations, and questionnaire, as well as common indicators of fraud or embezzlement; and (11) "Glossary of Terms." (MES)

ED 437 979 IR 057 630

Barrett, G. Jaia, Ed.
ARL: A Bimonthly Newsletter of Research Library Issues and Actions, 1999.
PUB DATE- 99
NOTE- 106p.; Published bimonthly. For the 1998 issues, see ED 428 761.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

NOTE- 41p.; Presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, Alabama, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adult Students; *Black Colleges; Blacks; Community Colleges; *Educational Attainment; Educationally Disadvantaged; *Grade Point Average; *Nontraditional Students; *Remedial Instruction; Remedial Mathematics; Two Year College Students; Two Year Colleges; *Urban Areas
IDENTIFIERS- Alabama

This study looked at the graduation rates of an urban, historically black, comprehensive community college to compare success rates of students who took a remediation course with those students who took no remediation courses. Data were collected from 659 first time freshmen enrolled at Bishop State Community College (AL). Chi-square tests were conducted and showed that ultimately, there was no significant dependent relationship between enrollment or nonenrollment in math and English remediation courses and program completion. The study also looked at how selected factors such as: (1) admission status; (2) age; (3) ASSET Tests; (4) receipt of financial aid; (5) gender; (6) race; and (7) enrollment status influence grade point averages. Of these factors, it was found that program completion, age of students, and race emerged as statically significant predicators of the cumulative grade point average. Non-traditional aged students and nonminority students received higher grade point averages. Financial aid, enrollment status, and degree completion were not a factor in grade point average. A broad historical overview of the community college system and Black education is included in the paper. (Contains 61 references.) (AF)

ED 438 000 JC 000 144

Hata, Nadine Ishitani, Ed.
Community College Historians in the United States. A Status Report from the Organization of American Historians' Committee on Community Colleges.
PUB DATE- 99
NOTE- 133p.; The Community College Humanities Association also collaborated on this publication.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Faculty; *Community Colleges; Faculty Development; *Historians; *History; *History Instruction; Instruction; Professional Associations; Professional Recognition; Research; Teaching (Occupation); Two Year Colleges
IDENTIFIERS- Organization of American Historians

This report describes the current status of history education and teaching at American community colleges. The report is a collection of articles by various leaders and experts in history at community colleges: (1) Introduction (N.I. Hata); (2) "Improving History Teaching and the Status of the Community College Historian" (C.A. Zappia), which interprets the results of a 1994 nationwide survey of community college historians; (3) "What Is a Community College? A Primer for Four-Year College and University Historians" (D.B. Mock); (4) "The Importance of Teaching History at a Community College: A President's Perspective" (C.M. Carroll); (5) "Teaching History

NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Business Responsibility; Case Studies; *Citizenship Education; Civics; Corporations; Cultural Differences; Cultural Pluralism; Curriculum Development; Democracy; *Economic Change; Education; Educational Change; Educational Objectives; Ethics; Foreign Countries; Integrated Curriculum; Labor Force Development; Organizational Objectives; *Political Socialization; Postsecondary Education; *Role of Education; School Business Relationship; School Community Relationship; Secondary Education; Social Action; *Social Change; *Vocational Education
IDENTIFIERS- *Diversity Training; *Europe (Southeast); European Training Foundation

This document includes the following papers: "The European Training Foundation's Experience in Supporting Human Resource Development in South-Eastern Europe" (Peter de Rooij); "Transition, Reconstruction and Stability in South-Eastern Europe; The Role of Vocational Education and Training" (Cesar Birzea, Peter Grootings, Tzako Panteelev, Carsten Schmidt, Marija Taseva); "Local Curriculum and Cross-curricular Themes" (Madlen Serban); "Curriculum for Democratic Society" (Simka Delevska); "Vocational Education and Training against Social Exclusion: The General Picture and Some Experiences from Slovenia" (Martina Trbanc); "Creating Islands of Integrity...SMEs Small and Medium Enterprises as Agents of Community Building in Central Europe" (Allan D. Bussard); "'Corporate Responsibility' and 'Business Ethics': A Case Study of the Experience of the United Kingdom and Its Relevance to South-Eastern Europe (vocational education and training)" (Rosamund Thomas); "Transforming Vocational Education and Training Institutions into Community Resource Centres" (Edmond Hoxha); "The Reconstruction of Democratic Societies through Vocational Education and Training; Civic Education within the EU Phare Vocational Education and Training Programme in Bosnia and Herzegovina" (Hajrudin Cirkic, Ilija Rajlic, Mustafa Sahinovic); and "Development of Democratic Schools in Bulgaria" (Krasimira Kraus). Appended are the workshop agenda, workshop proposals for an action framework, and a list of workshop participants. (MN)

ED 437 512 CE 079 579

Martin, Barbara N.; Neal, Vicki
The Missouri A Schools Program: A Descriptive Study of the Implementation and Alignment of Career Pathways and the A Schools Program.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the National Rural Education Association (Colorado Springs, CO, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; Administrator Attitudes; *Career Education; Counselor Attitudes; Education Work Relationship; Foreign Countries; High Schools; *Integrated Curriculum; Lifelong Learning; Program Effectiveness; *Statewide Planning; Student Attitudes; Teacher Attitudes; Tech Prep; Technical Institutes; Two Year Colleges; *Vocational

Planning; *Retraining; Secondary Education; Synthesis; Systems Approach; Trend Analysis; *Vocational Education
IDENTIFIERS- *European Union

This document reports on a European Training Foundation Advisory Forum study of vocational education and training (VET) and retraining in the regions of the European Union (EU) that synthesized overviews of the general country situations regarding the territorial organization of the VET system and policy and relevant case studies concerning decentralization of training and retraining. Topics covered in the report's four sections are as follows: (1) conclusions and recommendations for the European Training Foundation and European Commission (EC); (2) method; (3) VET as a factor in regional development; and (4) regionalization as a precondition of VET effectiveness (situation and trends in EU countries; current evolution of EU policy; situations and trends in partner countries; specific issues for acceding countries; and power sharing between states and regions). Appendixes constituting approximately 40% of the document contain the following: members of subgroup B; EC recommendations on regional training councils; typology of power sharing in education and VET; conditions of effective VET regionalization; advantages and difficulties of bringing decision making closer to problems and actors; synthetic assessment of the partner countries from National Observatories reports; and "Training [illegible] Development of Vulnerable Areas: Regional and Local Approach; Advisory Forum--Sub-group B" (Jean Luc Ferrand). The bibliography contains 41 references. (MN)

ED 437 530 [illegible] 602

The Impact of Labour Market Information on Vocational Education and Training Standards. Advisory Forum Subgroup C.
PUB DATE- 99
NOTE- 47p.; For related subgroup reports, see CE 079 600-603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Data Collection; Foreign Countries; Influences; Information Needs; *Information Utilization; *Labor Market; *Occupational Information; Postsecondary Education; Questionnaires; Research Methodology; Secondary Education; *Vocational Education
IDENTIFIERS- *European Union; Impact Studies; International Surveys

Members of a subgroup of the European Training Foundation's Advisory Forum were surveyed regarding the impact of labor market information on vocational education and training (VET) standards. The survey questionnaire, which was developed after a literature search, was designed to identify how labor market information influences vocational standards and how the influence can be measured and evaluated. According to the 12 returned questionnaires, the most common sources of labor market information were state institutions, VET institutions, employers and employer organizations, and occupational groups. The most common ways of identifying and collecting labor market information reported were conducting special surveys and collecting and collating existing data, and the labor market information was most commonly expressed in terms of work activities and economic trends. Respondents said labor market information influenced VET policy initiatives, curriculum design, and national training standards. All aspects of the VET system (input, process, and outcomes) were said to be influenced by labor market information. It was recommended that the influence of labor market information be evaluated

PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Dropout Prevention; Dropout Programs; Dropout Research; *Dropouts; Education Work Relationship; Educational Benefits; Educational Policy; Educational Research; Foreign Countries; Job Training; Postsecondary Education; *Potential Dropouts; *Role of Education; Secondary Education; Technical Institutes; Unemployment; *Vocational Education; Wages; Withdrawal (Education); *Youth Problems
IDENTIFIERS- *Australia

Early school leaving is an issue internationally. In Australia, nearly one in three young people is at risk of not completing secondary education, a situation that affects long-term employment prospects and earning capacity. Not all leave early for the same reason, and their reasons are not necessarily negative ones. Six "types" of early leavers are: positive, opportune, would-be, circumstantial, discouraged, and alienated leavers. Some groups are particularly at risk. Risk factors include the following: psycho-social, behavioral, and physical factors; factors associated with the family and with the school; socio-economic and group factors; and the lack of literacy, numeracy, and study skills. Early school leavers are at increasing levels of disadvantage in employment and further training. Since 1994, a range of policy initiatives have been undertaken that have a role to play in using vocational education and training (VET) to assist the access to job and training pathways of young people "at risk" in the labor market. VET has not helped early leavers as expected, although growth in course enrollments in older age groups has occurred. Technical and further education has not picked up many early leavers because entry standards have risen. A major problem for early leavers is fragmented services at the local level. Possible solutions include preventive, integrated, community, and partnership approaches. (A workable model based on a more coordinated approach is provided, with implications for policy, research, and practice. The report contains 29 references.) (YLB)

ED 437 549 CE 079 631

Australian Vocational Education and Training Statistics, 1998. School Students Undertaking VET. At a Glance.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Certificates; *Enrollment Trends; Foreign Countries; *Job Training; National Surveys; Secondary Education; *Secondary School Students; *Student Certification; Student Characteristics; *Vocational Education
IDENTIFIERS- *Australia

The number of school students undertaking vocational education and training (VET) in Australia's publicly funded VET sector has grown rapidly in the last 5 years. It is estimated that in 1998, at least 80,000 secondary school students were also studying within Australia's publicly funded VET sector. The vast majority (88%) of these students are aged 15-19 years or

Reviews; Outcomes of Education; Productivity; Reinforcement; Skill Development; Student Employment; *Transfer of Training; Two Year Colleges; *Vocational Education; *Work Experience Programs

The claim that work-based experience improves students' academic performance was examined through a study of the academic progress of 25 high school and community college student interns employed in various health care workplaces. Data were collected from the following activities: (1) review of the literature on academic reinforcement and academic outcomes of school-to-work programs; (2) site visits to interview faculty, staff, students, and employers; (3) observation of classroom-based links to the work-based learning components. In 9 of the 25 cases examined, no evidence for any of the following claims for academic reinforcement were found: school-based knowledge is applied; school-based knowledge is explored and tested; and motivation toward school is positively affected. Twelve students experienced instances of simple application of school-based knowledge at work. Evidence of the testing and exploration of school-based knowledge was found in only three cases. Except for those students who were taking courses in clerical skills and data entry in school, the academic reinforcement functions of work experience were minimal. Overall, the interns' work was functional to the employing organization but hardly academic. (Contains 47 references. Appended is a student essay question on productivity in a hospital setting and a sample student response.) (MN)

ED 437 569 CE 079 658

Persad, Basmat; Farris, Elizabeth
Occupational Programs and the Use of Skill Competencies at the Secondary and Postsecondary Levels, 1999. E.D. Tab.
PUB DATE- 00
NOTE- 69p.; Project officer was Bernie Greene.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Competence; *Competency Based Education; *Education Work Relationship; *Employment Qualifications; High Schools; National Surveys; Postsecondary Education; Questionnaires; *School Business Relationship; *Student Certification; Tables (Data); *Vocational Education

This document presents information from and about two 1999 surveys conducted by the National Center for Education Statistics: "Vocational Programs in Secondary Schools" and "Occupational Programs in Postsecondary Education Institutions." The first 25% of the document consists of an introduction and selected findings. The introduction provides overviews of the various policy initiatives that have intensified the push for standards and accountability in occupational education and the methods and assumptions underlying the two surveys. The selected findings focus on the following three areas: (1) use of skill competencies (large proportions of secondary and postsecondary schools had developed or adopted skill competency lists for some or all of their programs); (2) industry input in skill competency development (substantial proportions of secondary and postsecondary institutions had at least some industry input in developing skill competency lists); and (3) skill certificates and industry-related credentials (half of secondary schools and most postsecondary institutions offering one or more occupational programs reported that at least one of their domain of bibliotherapy. Although students may balk at the idea of spending many hours reading through even the most engaging of popular fiction, the paper argues that they often display no such qualms about spending an hour and a half watching a film adaptation of the same story. The net result is that issues, ideas, and situations that would have formed the basis for bibliotherapy may now be processed within the context of videotherapy, with the therapist facilitating insight and therapeutic progress through discussion of popular films. Examples and techniques are provided and discussed. (MKA)

ED 437 588   CG 029 734

Levitt, Mary J.; Crooks, Noel A.; Bustos, Gaston L.; Santos, Jennifer D.; Telan, Paige; Silver, Marcia E.; Branscum, Emily; Levitt, Jerome L.
The Social Ecology of Well-Being in Middle Childhood.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Demography; Depression (Psychology); Economic Factors; Hispanic Americans; Immigrants; Intermediate Grades; Loneliness; Parent Participation; Predictor Variables; Self Esteem; Social Support Groups; Stress Variables; Teacher Role; *Well Being
IDENTIFIERS- African Americans; European Americans

Parent and friend support, family stress, and economic hardship are examined as mediators of well-being for 782 African-American, European-American, and Hispanic-American 4th and 6th graders from middle and low income schools. Of these, 172 were immigrants. Well-being indices included loneliness, self-concept, depression, and teacher-rated happiness. Ethnicity and income, but not immigration, effects were mostly eliminated when support, stress, and hardship were included as predictors in regression analyses, consistent with a mediational model. Associations to well-being were positive for parent and peer support and negative for stress and hardship, although some effects varied by grade, ethnicity, or school economic level. The importance of considering children's well-being within the context of a broader social ecology was affirmed. (Author/MKA)

ED 437 589   CG 029 737   ◆

Fox, Annie
Can You Relate? Real-World Advice for Teens on Guys, Girls, Growing Up, and Getting Along.
PUB DATE- 00
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Conflict Resolution; Dating (Social); Decision Making; Emotional Development; Friendship; Parent Child Relationship; Peer Influence; Physical Attractiveness; Secondary Education; Sexuality; Sibling Relationship; *World Wide Web

standards-based, testing-focused educational environment. This part presents many creative suggestions for integrating shared reading with the standardized curriculum demands, with detailed planning tips and lists of helpful materials. The book pairs the views of a seasoned pro and a fresh newcomer, melding theory with practice and reaffirming the power of books. Contains a list of 37 children's books mentioned in the text and 8 references. Appendixes contain reproducible forms. (NKA)

ED 437 609 CS 013 820

Smith, Carl B.
Using Phonics and Other Word Skills. A Practical Guide for Parents and Tutors. Helping Children To Learn Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 68p.; For other titles in the Helping Children To Learn Series, see CS 013 821-823.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Critical Thinking; *Decoding (Reading); Early Childhood Education; Learning Activities; Parents as Teachers; *Phonics; Reading Comprehension; *Word Recognition; *Word Study Skills

This book guides parents and children in developing strategies to figure out words. The first chapter, Skills for Identifying Words, presents general strategies for making sense of words, and for using the eyes and ears to identify words. The first chapter also offers listening and visual exercises. The second chapter, Using Phonics To Identify Words, discusses learning sound-spelling patterns and presents phonics exercises. The third chapter, Decoding by Looking at Word Structure, addresses helping children understand word structure and presents word structure exercises. Based on the self-directed learner philosophy, this book and the others in the series provide: essential comprehension techniques; basic vocabulary and phonics skills; clear guidelines for efficient study; critical thinking frameworks; and activities that lead to becoming a self-directed learner. Each book in the series also provides quick answers to pressing learning problems; easy practice activities for basic skills; common language explanations; and step-by-step guidance to engage children in active learning. (RS)

ED 437 610 CS 013 821

Smith, Carl B.
Reading To Learn: How To Study as You Read. Helping Children To Learn Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 69p.; For other titles in the Helping Children to Learn Series, see CS 013 820-823.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

The Importance of Literary History" (John E. Readence and Diane M. Barone); "Contextualizing the First-Grade Studies: What Is the Best Way To Teach Children To Read?" (Michael F. Graves and Robert Dykstra); "The Cooperative Research Program in First-Grade Reading Instruction" (Guy L. Bond and Robert Dykstra); "The First-Grade Studies: A Personal Reflection" (P. David Pearson); "Connecting the Past with the Present: The Legacy and Spirit of the First-Grade Studies" (Lyndon W. Searfoss); and "Expanding the Boundaries: A Reaction to the First-Grade Studies" (Arlette Ingram Willis and Violet J. Harris). (NKA)

ED 437 630 CS 013 843

Thomas, Adele; Fazio, Lynn; Stiefelmeyer, Betty L.
Families at School: A Handbook for Parents.
PUB DATE- 99
NOTE- 97p.; For another Families at School book, see CS 013 854.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Games; Elementary Secondary Education; Family Involvement; *Family Literacy; *Parent Child Relationship; *Parent Participation; *Parent School Relationship; Reading Aloud to Others
IDENTIFIERS- *Family Activities; Family Communication

This handbook, developed from the authors' experience working with parents and children in a family literacy program in Niagra Falls, Canada, presents ideas and activities that help family members work together to learn why reading and writing are important and how children learn about literacy. It provides parents with step-by-step instructions on making games, puzzles, arts and crafts, and more--all of them designed to help children learn about the world; there are also guides to help parents figure out what books might really appeal to their children, and how to read to them in new ways. Each chapter lists specific resources. (NKA)

ED 437 631 CS 013 844

Berger, Allen; Shafran, Elizabeth A.
Teens for Literacy: Promoting Reading and Writing in Schools and Communities.
PUB DATE- 00
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Junior High School Students; Junior High Schools; *Literacy; Middle School Students; Middle Schools; Partnerships in Education; *Peer Teaching; Program Descriptions; Reading Improvement; *Tutoring; Writing Improvement; *Youth Programs

This book describes a literacy program called Teens for Literacy, in operation over 10 years, and explains how readers can set up a similar program in their school or community. The book states that the program is intended to interest middle school and high school students in promoting literacy while improving their reading and writing skills. It explains that teams of four or five students at each school participate directly in the components 1 through 5 list activities that can be used with all young children but particularly with preschoolers. Components 6 through 12 include activities that can be used primarily with children as they are learning to read at school. The 12 components stipulate that children have opportunities to: (1) expand their use and appreciation of spoken language; (2) expand their use and appreciation of printed language; (3) hear good stories and informational books read aloud daily; (4) understand and use the building blocks of spoken language; (5) learn about and use the building blocks of written language; (6) learn the relationship between the sounds of spoken language and the letters of written language; (7) learn decoding strategies; (8) write and relate their writing to spelling and reading; (9) practice accurate and fluent reading in decodable stories; (10) read and comprehend a wide assortment of books and other texts; (11) develop and comprehend new vocabulary through wide reading and direct vocabulary instruction; and (12) learn and apply comprehension strategies as they reflect upon and think critically about what they read. (RS)

ED 437 653 CS 013 873

Davidson, Christy; Davis, Tracey
Increasing Active Strategic Reading in Beginning Readers.
PUB DATE- 99
NOTE- 75p.; Master's Action Research Project. Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Beginning Reading; Context Clues; Elementary Education; Instructional Effectiveness; Low Achievement; *Reading Improvement; Reading Instruction; Reading Research; *Reading Skills; *Reading Strategies; Special Education

Reading skills in a Midwestern suburban school are poorly developed. Evidence of the problem includes test scores, students' inability to read directions in text as reported by the teachers of the school, and oral reading performances by the students. This action research study describes methods for increasing active strategic reading as an intervention. The targeted population consisted of students in a second-grade regular education classroom and a self-contained first- through fifth-grade cross-categorical special education classroom. Through published literature, educational leaders and researchers suggest a number of probable causes. The "whole language" trend with lack of phonics instruction, and phonics instruction in isolation has been reported to be a contributing factor. Absence of early reading experiences, limited individual instruction in schools, lack of understanding and use of multiple reading strategies, and socioeconomic influences were also found to be contributing factors. Through a review of literature containing solution strategies, the researchers concluded that instruction in the mechanics of reading is key to improving students' reading levels. With the support of these findings, the researchers developed an intervention plan designed to increase the number of reading strategies used by the targeted students. Specifically, the goal was to increase students' awareness of onsets and rimes, their use of context cues, and their use of picture cues. The components of the intervention program included assessment tools for pre-intervention testing and post-intervention a means of development, improving the welfare of all. It is generally acquired through open discussions between leaders and the people, community brainstorming, town meetings, purposive inservice training, seminars, workshops, and field experiences made possible through development communication, particularly through development oriented news and information from the media of mass communication. But mass media efforts must be supplemented with interpersonal communication to assure success. (NKA)

ED 437 674 CS 510 198

Schnell, Jim
Using C-Span To Study Ross Perot's Expression of Sensitivity and Insensitivity with Diversity Issues during the 1992 Presidential Campaign.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Content Analysis; *Cultural Awareness; Cultural Pluralism; Higher Education; Mass Media; Media Research; *Political Candidates; Presidential Campaigns (United States); *Press Opinion; *Racial Attitudes; *Research Utilization
IDENTIFIERS- *C SPAN; *Perot (Ross); Technology Utilization

C-SPAN videotapes provide an innovative database that promises to be a significant benefit to researchers of public figures and issues by allowing researchers to analyze public figures in their own words, without journalistic interpretation. Such analysis was applied to Ross Perot's 1992 campaign in addressing his perceived insensitivity to diversity. Perot's perceived insensitive comments do not substantiate an intolerant attitude, and several additional citations from the C-SPAN tapes confirm Perot's sensitivity. (Contains a list of the 14 C-SPAN tapes reviewed.) (EF)

ED 437 675 CS 510 199

Rancer, Andrew S.; Avtgis, Theodore A.; Kosberg, Roberta L.
Assessing Aggressive Communication in Adolescents: Problems and Alternatives.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Behavior; Adolescents; *Aggression; *Behavior Change; Behavioral Objectives; *Communication Problems; Curriculum Development; *Focus Groups; Research Methodology; Secondary Education; Validity
IDENTIFIERS- Argumentativeness; *Self Report Measures

Recently, training efforts have been undertaken to reduce the negative outcomes associated with increased verbal aggressiveness and accentuate the positive outcomes associated with increased argumentativeness within adolescent populations. This paper presents both positive and negative aspects of assessing aggressive communication predispositions in

World Wide Web"; (2) "A Wealth of Web Sites"; (3) "Searching on the Web--Directories and Search Engines"; (4) "Developing and Designing a Web Site"; (5) "Using the Internet for Teaching--Rules for the Road"; (6) "Online in Your Classroom"; (7) "E-pals and Keypals"; (8) "A Whale of a Time!"; (9) "The CyberNews"; (10) "The ABCs of Canada"; (11) "Virtually Together in D.C."; (12) "Get a Job!"; (13) "A Book an Hour"; (14) "Ambassador to Mexico WebQuest"; (15) "The Games People Play"; and (16) "Just for the Little Kids." Contains a 29-item list of selected Internet books and a 52-item abridged glossary of Internet terms. (RS)

ED 437 697   CS 510 223

Pierce, Camisha
Don't Drop Out! A University's Use and Evaluation of Residential Colleges and Their Impact on Student Satisfaction, Communication Implications, and Enhanced Retention.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Environment; Dropouts; Higher Education; Interpersonal Communication; *On Campus Students; Resident Assistants; *Residential Colleges; *Student Attitudes; *Student College Relationship; *Student Welfare
IDENTIFIERS- *Communication Behavior; Communication Patterns; Student Satisfaction

This study investigated the perceived student satisfaction and communication implications for those students living on campus at a mid-sized Southeastern regional university as a Residential College model was implemented. A total of 1,523 students completed anonymous surveys. The results indicated that the quality of the relationship the students had with the Resident Advisor directly influenced their perceptions of their living environment. Findings also suggest that freshmen had higher communication needs and consequent communication involvement than other classifications of students, and that relationship building is a very important communication concept for students. (Contains 18 references and 4 tables of data.) (EF)

ED 437 698   CS 510 224

Hundley, Heather
Lifetime's Limited Feminism: Defining and Deconstructing Television for Women.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Western States Communication Association (71st, Sacramento, CA, February 25-29, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Values; *Cable Television; *Characterization; Content Analysis; Discourse Analysis; *Females; Feminism; *Films; Higher Education; Media Research; *Sex Role; Sexuality

The Lifetime Television Network has established itself within the cable industry as the only network that explicitly gendercasts its programming. Lifetime specifically markets itself as "Television for Women"; however, what that means exactly is not

(150)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Finance Reform; State Aid; *Tax Effort; Tax Rates
IDENTIFIERS- *Arkansas

This paper examines recent efforts in Arkansas to nullify property taxes. It describes how anti-tax citizens, whose push for a constitutional amendment in 1998 was thwarted by the state supreme court, have vowed to collect enough signatures to place the amendment on the 2000 ballot. The proposed amendment will abolish ad valorem taxes upon real and personal property; will prevent the General Assembly or any local government from imposing or increasing any tax, fee, or other exaction; and will repeal all laws and constitutional provisions that conflict with the amendment. In Arkansas, property taxes are a major source of funding for education, with projected revenue in 1999 expected to be $983.3 million. Even so, the state ranked 47th in property taxes as a share of personal income and as a percentage of funding for schools through property taxes--only six states' property taxes are lower than Arkansas. Estimates of the impact, should the proposed amendment pass, show that public schools would lose $425.7 million. School officials are concerned that if the amendment passes, school construction will be halted, revenue streams will become unstable, increased state funding will result in less local control of public education, and sharp reductions in the quantity and quality of education will become evident. (RJM)

ED 437 718 EA 030 197

Chen, David; Mok, Ka-ho
Educational Reforms and Coping Strategies under the Tidal Wave of Marketization: A Comparative Study of Hong Kong and the Mainland.
PUB DATE- 99
NOTE- 33p.; Revised version of paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Economics; *Educational Change; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; Global Education; Government Role; *Government School Relationship; *Macroeconomics
IDENTIFIERS- China; Hong Kong

This report compares and contrasts the educational reforms and coping strategies that have been adopted by socialist China and capitalist Hong Kong as they face the challenges of global marketization (the introduction of market competition and other private initiatives). It charts marketization's influence on decision-making and social policies around the world. One of the outcomes of this global trend is the international quality-assurance movement in streamlining the education institutions. The paper examines the effects of managerialism on Hong Kong's experience and the policy context of quality assurance in education. It discusses the policy of decentralization in schools and the impact derived from the introduction of internal competition. The text describes similar conditions in the mainland by examining the policy context of marketization of education in China, the policy of decentralization and marketization of education, features of marketized education, and the use of competition to enhance efficiency and effectiveness. Examples of market-driven curricula and programs are also provided. The paper concludes by cautioning that theoretical literature and develops a conceptual framework from contrasting leadership theories. It highlights critical, postmodern, and poststructural conceptions of leadership. These constructions are then used to examine the developing problems and opportunities for this category of leadership as understood and expressed by practitioners. The research reported here drew on data from a 6-year qualitative study of a stable cohort of four primary headteachers in Oxfordshire, England. The report places the study in national and international reform contexts and briefly notes the unique characteristics of educational reform in England and Wales. The second major section presents the conceptual framework that guided the study development and analysis phases. This section also highlights the longitudinal study presented in the report. The third section reviews research strategies and rationale, and the fourth section presents findings from the final phase of the study. The data reveal a transition in leadership over a six year period characterized by a more instructional leadership among head teachers. (Contains 55 references.) (RJM)

ED 437 738 EA 030 223

Haney, Regina, Ed.; O'Keefe, Joseph, Ed.
Creatively Financing and Resourcing Catholic Schools: Conversations in Excellence.
PUB DATE- 99
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Catholic Educators; *Catholic Schools; *Educational Finance; Educational Objectives; Elementary Secondary Education; *Private Financial Support; Religious Education; Strategic Planning

Ten exemplary program descriptions arose from the 1998 conference hosted by Selected Programs for Improving Catholic Education (SPICE), an organization created to assist Catholic school leaders to choose and replicate programs that successfully meet the needs of the contemporary Catholic school. Chapter 1 provides an overview of the annual meeting, and chapter 2 describes the 10 programs, their goals, activities, and issues of implementation and adaptation. Chapter three offers an overview of the current fiscal state of schools and their chances for survival. Chapter four discusses funding opportunities from the government and corporate sources. Chapter five describes successful school-based institutional advancement efforts. Chapter six highlights perspectives of the philanthropic community particularly organizations with special interests in church-related schools. Chapter seven examines the impending teacher shortage in the United States and its impact on Catholic schools. Chapter eight focuses on the role of the school and diocesan boards, commissions, and councils in financing and resourcing Catholic schools. Chapter nine looks at the need to maintain a spiritual focus in the midst of fiscal concerns. Chapter ten offers perspectives from a panel of five diocesan superintendents on crucial issues of financing and resourcing. Contains an overview of Peter Lynch's keynote address at the 1998 Conversations in Excellence conference. (RJM)

ED 437 739 EA 030 224

Leithwood, Kenneth; Jantzi, Doris; Steinbach, Rosanne.
Changing Leadership for Changing Times. Changing Education Series.

Retardation; *Needs Assessment; *Self Advocacy; *Skill Development; Surveys; *Training Methods

This report describes the self-reported training needs of advisors to self-advocacy groups for people with mental retardation in the United States. The results of a telephone survey of 90 advisors indicate that because of time, financial, and interest issues, training opportunities for advisors need to be time sensitive, inexpensive, and interactive. Training development should focus on formats such as on-the-job training, site visits, conference/workshops, role playing, video packages, and internships. This is especially true of advisors who are paid by service provider agencies because the data in this study have shown that the employing agency is not likely to participate in training opportunities that are time consuming and expensive. Computer based training placed in the lower half of a list of preferred training formats. Further, because of the ever evolving nature of the advisor's training needs, training opportunities for advisors also need to be flexible in content and focus. The study also found that younger advisors have a greater need for information and training in the broad areas of self advocacy group development, current disability issues, changing technologies, federal legislation, and human rights issues than do their older counterparts. Appendices include survey results. (Contains 36 references.) (CR)

ED 437 757   EC 307 605

Stanley, Alice

A Comprehensive Speechreading Training Program To Improve the Speechreading Skills of Oral Hearing-Impaired Students in Their School Environments.

PUB DATE- 99

NOTE- 70p.; Ed.D. Practicum I Report, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Education; *Hearing Impairments; Holistic Approach; *Inclusive Schools; *Instructional Effectiveness; *Lipreading; *Oral Communication Method; Questionnaires; Skill Development; Student Evaluation; Teaching Methods; *Videotape Recordings

This practicum was designed to improve the speech reading skills of mainstreamed elementary students with hearing impairments in their school environments. A 3-month one-on-one comprehensive speech reading program utilized analytical, synthetic, and holistic approaches, incorporated communication and language instruction with videotaping and tracking techniques, and provided opportunities for four students to practice their speech reading skills in different conditions and distances. The Craig Lipreading Inventory was used as a formal evaluation. A variety of methods, including informal classroom evaluations, daily progress monitoring, and a questionnaire, was used to assess the students' performance. Analysis of the data indicated that students' speech reading skills did improve significantly. They felt more confident in their speech reading ability and relied on it more often to receive information as compared with baseline data obtained prior to the implementation of this program. Data from students' individual journals indicate students at times complained about the monotony of the analytical approaches of studying shapes and lip movements of different English phonemes. However, the factors in the choice of college by deaf and hard of hearing students are noted such as access and accommodation, prior learning experiences, and sociocultural identifications. Other sections discuss special services offered by colleges, a comparison of students' use patterns between the deaf and hard of hearing communities, quality of services, three service delivery models, and the relevance and applicability of the Americans with Disabilities Act and other laws. (Contains 15 references and a list of regional centers providing outreach and technical assistance services to postsecondary institutions serving deaf and hard of hearing students.) (DB)

ED 437 774 EC 307 622

Orlando, Richard; Gramly, Mary Ellen; Hoke, Janet
Tutoring Deaf and Hard of Hearing Students: A Report of the National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Association on Higher Education and Disability.
PUB DATE- 97
NOTE- 19p.; Also sponsored by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). Distributed in collaboration with the Postsecondary Education Programs Network (PEPNet).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Deafness; Educational Legislation; *Hearing Impairments; Higher Education; Individual Instruction; Partial Hearing; Program Development; Standards; *Student Personnel Services; *Tutorial Programs; *Tutoring

This report examines the current status of tutorial programs for deaf and hard of hearing students at the postsecondary level and offers guidelines for administrators, faculty, and staff. Sections of the report discuss the following aspects of tutoring these students: (1) tutoring as an academic support service; (2) what tutoring provides; (3) identifying students in need of tutoring; (4) making students aware of tutoring services; (5) selection and training of tutors; (6) expectations of participants from tutoring sessions; (7) quality in tutoring deaf students; (8) tutoring for basic skills and general courses; (9) tutoring support for written assignments; (10) tutoring formats; (11) other considerations in providing tutoring services; (12) evaluating the success of a tutoring program; (13) models and standards; and (14) a postscript pertaining to laws and regulations. Two appendices provide a sample tutoring agreement and a student evaluation tutoring form. (Contains 12 references.) (DB)

ED 437 775 EC 307 623

Andersen, Catherine; Boyd, Barbara; Brecklein, Kim; Dietz, Charles; Gibson-Harman, Kim; Ishman, Sybil
Basic Academic Preparation: A Report of the National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students.
SPONS. AGENCY- Association on Higher Education and Disability.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.

projects for children with disabilities. Provided for each project description is the following information: grant number; project title; name of project director; contact information (organization, address, phone number, Fax number, e-mail address); the project's purpose; the methodology; and proposed products. There are four indexes: a project director index, an organization index, a state index, and a subject index. (DB)

ED 437 793 EC 307 643

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1999: State Improvement.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 38p.; For the 1998 report, see ED 426 565; for related 1999 volumes, see EC 307 640-644.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Change Strategies; Contracts; *Disabilities; Education Work Relationship; Elementary Secondary Education; Federal Programs; *Federal State Relationship; Grants; *Program Improvement; Research and Development; *Severe Disabilities; *Special Education; State Federal Aid; Systems Approach; Theory Practice Relationship; Transitional Programs
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Office of Special Education Programs

This directory is one of five which together describe almost 1200 discretionary grants and contracts currently supported by the Research to Practice Division of the Office of Special Education Programs under the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). This section of the directory covers grants and contracts in the area of state improvement, projects designed to assist state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services. The program descriptions are grouped by the three competitions under which they were funded: State-Wide Systems Change: Children with Severe Disabilities; State Systems for Transition Services for Youth with Disabilities; and State Improvement Grants. Provided for each project description is the following information: grant number; project title; name of project director; contact information (organization, address, phone number, Fax number, e-mail address); the project's purpose; the methodology; and proposed products. There are four indexes: a project director index, an organization index, a state index, and a subject index. (DB)

ED 437 794 EC 307 644

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1999: Technology and Media Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 90p.; For the 1998 report, see ED 426 564; for related 1999 volumes, see EC 307 640-643.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

of the nation's fastest-growing school districts are dealing with the need to fix their schools, and the innovative financing options that have been tried around the country. Concluding comments explore the legislation proposed by the Clinton administration and alternative proposals that are currently being discussed. Appendices contain statistics on Chicago's public school system and a summary of national school construction and repair legislation. Contains 83 references and 40 endnotes. (GR)

ED 437 814 EF 005 641

Educational Specifications for the Proposed Pre-K-Grade 2 Elementary School, East Haddam, CT, 1999. Revised.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Educational Objectives; Learning Activities; Preschool Education; Primary Education; Public Schools; *Student School Relationship
IDENTIFIERS- Connecticut

This document describes one Connecticut school district's project to build a Pre-K through Grade 2 elementary school facility that is designed for small children and supports an educational program focusing on early learning success for all children. It describes the school district's goals, the project's rationale, the long-range plan to prepare students for the 21st century, the learning activities and program needs for each grade level, and the various facility design requirements that will support the student's educational and social needs. (GR)

ED 437 815 EF 005 651

Zhou, Joey Y.; Liu, Kai-Shen; Waldman, Jed
Survey of Indoor Radon Concentrations in California Elementary Schools. Final Report.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classrooms; Elementary Education; *Elementary Schools; Public Schools; Research
IDENTIFIERS- *California; Environmental Protection Agency; Radiation Monitors; *Radon; Research Results

This paper reports on the concentrations of radon found within a sample of 378 elementary schools in California. Long-term alpha-track radon detectors were placed in 6,485 classrooms within participating schools to detect radon levels for between 220 to 366 days. Only classrooms were tested. Results show that about 5.6 percent of the schools tested had at least one classroom with more than the maximum level of radon (4pCi/l) as recommended by the U.S. Environmental Protection Agency; the maximum measured classroom radon level was 12.8 pCi/l. Affected schools had from one to six classrooms exceeding the level. An adjusted analysis suggests statewide rates of excessive radon to be in 4.7 percent of the schools. Recommendations and statistical data conclude the report. (Contains 12 references.) (GR)

This document is a comprehensive, annotated series of resource lists designed to assist in selecting resources for the senior high English as a Second Language (ESL) program. This source book is divided into five levels. Level 1 is intended for students who are acquiring literacy for the first time or who have had significant gaps in previous schooling. Level 2 is intended for students who have little or no experience with English. Level 3 is intended for students who have some competency in English and need a program focused specifically on language development for academic learning. Level 4 is intended for students who are able to succeed in most high school courses with consistent support in English language development for academic learning. Level 5 students receive assistance with subject-specific language development in a variety of ways, such as in learning centers, from peer coaching, and with teacher assistance. A comprehensive listing of materials for each level is provided. Cited resources come in audiocassette, videocassette, and printed forms. Prices listed are current as of August 1998; up-to-date price information is available via a provided telephone number. A list of suppliers throughout Canada is included, as is a subject/title index. (MSE)

ED 437 838   FL 026 113

Burningham, Lisa A.
Teaching ESL as Policy or Humanitarian Effort: A School District Case Study.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (21st, Stamford, CT, March 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Responsibility; Case Studies; Elementary Secondary Education; *English (Second Language); Ideology; *Language Minorities; *Language Planning; *Limited English Speaking; Politics of Education; *Public Policy; Second Language Instruction; Second Language Learning; Teacher Administrator Relationship; Teacher Attitudes; Teacher Responsibility

This case study explores language policy and planning regarding language minority students as they affect administrators and teachers. Two research questions are discussed: (1) What are the ideologies influencing administrative decisions concerning alternative language planning? and (2) What are secondary teachers willing to do in order to better meet the needs of language minority students in the areas of language and curriculum adjustments, social inclusion of language minority students, and additional English-as-Second-Language training? The study concludes that given typical administrator and teacher ideologies and attitudes toward language minority students, which are guided by monolingualism and individualism, a formal language policy based on academic research is essential if the needs of language minority students are to be met. Training and education for both teachers and administrators is essential. A language plan should also address the responsibilities of teachers to make the necessary curriculum and language adjustments; this need is urgent given findings that many teachers feel they have not been trained to effectively instruct language minority students. This paper includes a list of data tables detailing the responses of including poems, sayings (aphorisms), short stories, and dialogs. Other topics in this series include (in translation): Human nature, relationships, courage, and fascination with the unknown. (CNP)

ED 437 857 FL 026 153

Cyncar-Hryschuk, Markiana, Comp.; Petriw, Lesia, Comp.
Tsikavytys' neznanym: Zbirka tekstiv (Fascination with the Unknown: A Reader). Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 99
NOTE- 48p.; For related documents, see FL 026 152-155. Made possible by the Financial Support of the Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, and the Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Awareness; *Cultural Education; Dialogs (Language); Foreign Countries; Heritage Education; Instructional Materials; Literature; Native Language Instruction; Poetry; Reading Materials; Second Language Instruction; Second Language Learning; Short Stories; *Ukrainian; Uncommonly Taught Languages

This book is one of four intermediate-level readers in a series intended for second- or native language learners of Ukrainian. It includes a selection of short texts in modern Ukrainian, including poems, sayings (aphorisms), short stories, and dialogs. Other topics in this series include (in translation): Human nature, relationships, courage, and fascination with the unknown. (CNP)

ED 437 858 FL 026 154

Cyncar-Hryschuk, Markiana, Comp.; Petriw, Lesia, Comp.
Liuds'ka vdacha: Zbirka tekstiv (Human Nature: A Reader). Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 99
NOTE- 40p.; For related documents, see FL 026 152-155. Made possible by the Financial Support of the Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, and the Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Awareness; *Cultural Education; Dialogs (Language); Foreign Countries; Heritage Education; Instructional Materials; Literature; Native Language Instruction; Poetry; Reading Materials; Second Language Instruction; Second Language Learning; Short Stories; *Ukrainian; Uncommonly Taught Languages

This book is one of four intermediate-level readers in a series intended for second- or native language learners of Ukrainian. It includes a selection of short texts in modern Ukrainian, including poems, sayings (aphorisms), short stories, and dialogs. Other topics in this series include (in translation):

LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; *Eligibility; Federal Aid; Federal Programs; *Financial Aid Applicants; Higher Education; *Need Analysis (Student Financial Aid); Needs Assessment; Paying for College; *Student Financial Aid; Student Financial Aid Officers; Student Loan Programs
IDENTIFIERS- *Free Application for Federal Student Aid; Institutional Student Information Records

This trainee workbook, to accompany a one-day workshop at the Student Financial Assistance (SFA) University, is intended for individuals who are processing student financial aid applications using electronic methods such as EDExpress (Electronic Data Exchange) or FAFSA (Free Application for Federal Student Aid) Express. The first section of the workbook is an overview and covers various implementation issues for using EDE. The next two sections cover the six-step process (entering data, exporting data, transmitting data, processing data, receiving data, and importing data) for managing applications and for working with ISIRs (institutional student information records). The final section is a review in order to apply what has been learned. Appendices include a unit on using queries to select or filter data, additional exercise material, an explanation of various toolbars on the EDExpress screens, and a section on print reports. The workbook material is extensively illustrated with samples of aid forms and typical computer entries. (CH)

ED 437 878 HE 032 750

Reauthorization Training, Spring 2000. Participant's Guide.
PUB DATE- 00
NOTE- 307p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; *Eligibility; Federal Aid; Federal Programs; *Financial Aid Applicants; Higher Education; *Loan Repayment; *Need Analysis (Student Financial Aid); Needs Assessment; Paying for College; *Student Financial Aid; Student Financial Aid Officers; Student Loan Programs
IDENTIFIERS- *Higher Education Act Title IV

This workbook, which is intended for training individuals working with student financial aid matters is organized into four main sections, each of which is prefaced by a summary of related resource material: (1) an introduction; (2) student eligibility and other related issues; (3) returning Title IV funds; and (4) master promissory notes. Workbook exercises include case studies, illustrations of typical computer screens, and spaces for participant notes. Extensive appendixes include sample Department of Education forms, including drug worksheets, treatment of Title IV funds, and master promissory notes; a list of workshop case studies; sample worksheets for case studies on treatment of Title IV funds; review exercises and discussion questions related to case studies; resources; and information on state statutes related to home schooling. (CH)

Pedagogical Decisions" (Elizabeth Wellburn); "Learners and Learning in Information and Communication Technologies (ICT) Environments: Constructing and Instrument" (Joost Lowyck and Jan Elen); "Educational Innovation and Information and Communication Technologies (ICT): Revolution or Evolution?" (Georges Van der Perre); "Bridging the Gap or Keeping the Distance: Videoconferencing in Education and Training" (Sally Reynolds and Han Fraeters); "Computer-Facilitated Communications in Transition" (Graeme Hart and Jon Mason); "Cultural and Linguistic Diversity: Threat or Challenge for Virtual Instruction" (Jef Van den Branden and Jose Lambert); "Distance Learning and Virtual Instruction: An Asian Perspective on a Culture of Simulation" (Chen Ai Yen and Azam Mashhadi); and "Use of Information Technology in Education: Present State and Future Prospects in Japan" (Takashi Sakamoto). Includes an index. (AEF)

ED 437 899   IR 019 848

Wright, Vivian H.; Marsh, George E.; Miller, Michael T.
An Historical Analysis of Instructional Technology in Education.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Distance Education; Educational Development; *Educational Technology; Elementary Secondary Education; Instructional Effectiveness; Instructional Materials; Internet; Research and Development; *Technological Advancement; World Wide Web
IDENTIFIERS- Technology Integration; *Technology Role

This paper summarizes the historical growth of technology and the research that has examined this evolution. Important stages of instructional technology are explored, including the development of computer-assisted instruction and the growing use of the Internet in learning. With this medium's growth will come new opportunities for research and use in educational settings through Web-based instruction for distance learning. Although technology development continues to move at a rapid rate, scholars will have consistent challenges in assessing issues related to productivity, effectiveness, performance outcomes, and assessment. Technology administrators must consistently match technological advances with evolving institutional, student, and faculty needs. (Contains 48 references.) (Author/AEF)

ED 437 900   IR 019 849

Technology Report: A Report on Technology in Iowa Public School Districts, 1997-98.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Educational Research; *Educational Technology; Elementary Secondary Education; Internet; Public Schools; *School Districts; *School Surveys; Staff Development; State Surveys; Trend Analysis
IDENTIFIERS- *Iowa; *Iowa State Department of Education

France, Ireland, Italy, Luxembourg, the Netherlands, Austria, Portugal, Finland, Sweden, the United Kingdom, Iceland, Liechtenstein, Norway, Bulgaria, the Czech Republic, Hungary, Poland, Romania, and the Slovak Republic. Over 1,000 terms are given in their original language. Each term is accompanied by its grammatical variants, the name of the country in which it is employed, the level of education to which it refers, and an explanatory note. The first section lists the terms for all countries and educational levels in alphabetical order. The second section comprises summary tables presented by country; the terms of the category in question, (i.e., examinations, qualifications, and titles) are classified by level of education. (MES)

ED 437 920   IR 019 882

Marttunen, Miika; Laurinen, Leena
Learning Environments for Studying Argumentation: Learning Effects of E-Mail and Face-to-Face Study.
PUB DATE- 99
NOTE- 13p.; Paper presented at the International Conference on Technology and Education (ICTE)(17th, Tampa, FL, October 10-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Debate; *Discussion (Teaching Technique); Distance Education; *Electronic Mail; Foreign Countries; Group Discussion; Higher Education; Instructional Design; *Instructional Effectiveness; Intermode Differences; *Persuasive Discourse; Pretests Posttests; Problem Solving; Role Playing
IDENTIFIERS- *Face to Face Communication; Finland; *Learning Environments

In a teaching experiment, 16 face-to-face and 11 e-mail Finnish university students engaged in an argumentation course. The 19 students of the control group did not study argumentation. The course involved two lectures, exercises with argumentative texts, and face-to-face or e-mail seminar discussions based on these texts. The topics of the texts were: (1) sex roles and equality in education; (2) discipline problems in school; (3) the compulsory teaching of Swedish in school (a controversial educational topic in Finland); and (4) physical punishment as a child-rearing method. Free debate, role play, problem-solving, and panel discussion were the devices used in organizing the course. The level of the students' argumentation skills were measured before and after the course. Results indicated that the e-mail studies sharpened students' skills in identifying the relevant grounds from an argumentative text and choosing the correct grounds from different alternatives, while the face-to-face students improved in putting forward counterargumentation. The study suggests that argumentation skills can be promoted by short-term e-mail and face-to-face teaching and that practicing argumentation in different leaning environments develops different kinds of argumentation skills. The study also suggests that, in comparing different learning environments, relevant research questions seem to concern matters of dissimilarity rather than of superiority. (Contains 26 references.) (Author/MES)

ED 437 921   IR 019 883

Engle, Randall K.

Fifteen Years: 1964-1979, A History of the Educational Resources Information Center." This book takes up where the Trester book left off in 1980 and ends in 1999. Unlike the Trester book, this volume is not an historical chronology, but rather, a somewhat subjective examination of the ERIC system in a world of rapid technological advances and changing political priorities. It is primarily an oral history, leaning heavily on the reminiscences of those who were the key players during these years and the files that they kept. Highlights include an overview of the ERIC system; the redesign period; ERIC's evolving mission in serving the needs of a diverse audience; effects of technological developments in "Phase I"; the impact of the Internet in "Phase II"; extending the database electronically and to nonprint media; dealing with an inadequate budget; and maintaining quality. Several appendices include interview questions and interviewees and chronological information of names and events in ERIC's development. (Contains a subject and a personal name index.) (AEF)

ED 437 938 IR 057 490

Access for All: Libraries in Florida's Future. A Plan for the Continued Development of Florida's Libraries.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Futures (of Society); Information Services; *Library Development; *Library Planning; *Library Role; Needs Assessment; State Libraries; State Programs; *Strategic Planning
IDENTIFIERS- Florida; Florida State Library

In this plan, the Florida Division of Library and Information Services (DLIS, also known as the State Library of Florida) defines future directions that will bring Florida's libraries into the 21st century. The introductory section, preceding the Plan, includes: methodology used to gather input for the plan; partners that assist the Division in their work with libraries; roles played by a State Library Agency; and a summary of goals and strategic directions. The body of this document outlines strategic directions for the three goals of the plan: (1) All the people of Florida have equitable access to the world of information through libraries; (2) Florida's libraries receive the guidance and leadership they need for ongoing development and excellence; (3) People of Florida use their libraries and value them as essential to their communities. Appendices include the scope of the project, roles state library agencies can play, summary of needs assessment, environment impacting library development, and a glossary of terms. (AEF)

ED 437 939 IR 057 491

Georgia's Five-Year Library Services and Technology Act Plan, October 1, 1997 to September 30, 2002.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; Federal Aid; Grants; *Library Development; Library Funding; *Library Planning; Library Policy; *Library Services; Needs Assessment; Public Libraries;

Report of the Committee To Develop the Library and Information Technology Session for the Freshman Experience.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; *College Libraries; *Educational Objectives; Higher Education; Indexes; *Information Literacy; Learning Activities; Learning Modules; Library Catalogs; *Library Instruction; Library Role; Library Services; Online Catalogs; Search Strategies; World Wide Web
IDENTIFIERS- Adelphi University NY; Electronic Resources

This report presents the following five instructional objectives tailored to meet the goal of preparing Adelphi University (New York) freshman to become independent learners and information literate: (1) students will be introduced to the services and resources of the university libraries; (2) students will understand the role of the librarian as an information specialist; (3) students will learn to use ALICAT as an example of a library catalog whose features are transferable to other databases; (4) students will be able to distinguish between a periodical index and the World Wide Web for credible, reliable sources for their research; and (5) students will understand the basics of searching periodical indexes and abstracts using electronic resources. Each objective is followed by an explanatory concept. The instructional module is in two sessions, the first of which provides for an introduction to the library proper, the role of the librarian, and a demonstration of the online public access catalog. The second session introduces indexes and abstracts and demonstrates the use of electronic resources. Suggested activities are appended to each session, and an assessment is attached, as well as a list of suggested books and Web sites used in the preparation of this report. (Contains assessment questions and a list of some Web site literacy resources consulted by report committee members.) (MES)

ED 437 960   IR 057 611

Teen Summer Reading Program, 1999. Read around the World.
PUB DATE- 99
NOTE- 107p.; "The project was funded in part by a grant from the Library of Virginia under the Library Services and Technology Act, State Administrated Program, P.L. 104-208, as amended."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Friendship; High Schools; *Library Services; Middle Schools; Public Libraries; *Reading Materials; *Reading Programs; Revolution; *Summer Programs; Travel
IDENTIFIERS- Book Talks; Clip Art; Multicultural Materials; Oceans; Pathfinders; Time Travel; Virginia

This guide for the 1999 Virginia teen summer reading program for public libraries, "Read around the World," includes the following chapters: (1) "Reading and Teens," including serving the underserved, tips for teens, and a recipe for choosing a book to read for fun; (2) "Programming and Teens," including

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Libraries; Copyrights; Distance Education; Federal Legislation; Global Approach; Higher Education; *Information Services; Library Associations; Library Collections; Library Cooperation; Newsletters; Publishing Industry; *Research Libraries; *Scholarly Journals
IDENTIFIERS- Association of American Universities; *Association of Research Libraries; *Scholarly Communication

This document consists of six issues of the ARL (Association of Research Libraries) newsletter, covering the year 1999. Each issue includes some of the following sections: "Current Issues"; reports from SPARC (Scholarly Publishing and Academic Resources Coalition), Coalition for Networked Information, Office of Leadership & Management Services, and Office of Scholarly Communication; "Diversity"; "Access Services"; "Statistics & Measurement"; "Federal Relations"; "ARL Activities"; and a calendar of events. "Current Issues" articles cover: provosts' solutions to the journals crisis; what the Digital Millennium Copyright Act and Term Extension Act mean for the library and education community; distance education and the copyright law; measuring the cost effectiveness of journals; and the impact of publisher mergers on journal prices. One special issue (October 1999) focuses on the AAU (Association of American Universities)/ARL Global Resources Program. (MES)

ED 437 980 IR 057 631

Strickland, Susan D., Comp.; Graff, Shannon M., Comp.
Index to American Reference Books Annual, 1995-1999: A Cumulative Index to Subjects, Authors, and Titles.
PUB DATE- 99
NOTE- 346p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Indexes; Library Materials; Optical Data Disks; Printed Materials; *Reference Materials; Research Tools; Subject Index Terms

This cumulative index merges information on 8,372 reference books and CD-ROMs that appeared in ARBA (American Reference Books Annual) from 1995-99. The first section is an author/title index. Entries contain the author's name or title of the reference work with ARBA year and entry number. The second section is a subject index that uses terms based on the Library of Congress Subject Headings. Each subject entry lists titles with year and entry number; cross-references are included. (MES)

ED 437 981 IR 057 632

Hurley, Bernard J.; Price-Wilkin, John; Proffitt, Merrilee; Besser, Howard
The Making of America II Testbed Project: A Digital Library Service Model.
PUB DATE- 99
NOTE- 53p.; Funding for the testbed phase of the project provided by the National Endowment for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Archives; *Electronic Libraries; Higher Education; Library Cooperation; *Library Development; *Library Services; Models; *Primary Sources;

at Two-Year Institutions: A Status Report and View of the Future" (J.J. Lorence), which summarizes a panel discussion with teaching faculty; (6) "Historical Scholarship and the Community College Teacher" (E. Edson), a revision of a 1994 Organization of American Historians Newsletter contribution; (7) "The Survey Course: The Specialty of the Community College Historian" (D.S. Trask); (8) "The National Endowment for the Humanities and Community College Historians: A Program Officer's Perspective" (J.J. Howard); (9) "Perspectives on the Community College Job Market: What to Expect" (N.I. Hata); and (10) "Community Colleges and Part-Time and Adjunct Faculty" (D.A. Berry). The bibliography was compiled by G. Stevens. Appended are indexes of community college historians by state, by research area, and by teaching area. (RDG)

ED 438 001 JC 000 145

Klein, Charlie
Inventory of Approved and Projected Programs.
PUB DATE- 99
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Certification; *College Programs; *Community Colleges; Curriculum; Curriculum Guides; *Degrees (Academic); Government School Relationship; *Program Descriptions; State Boards of Education; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This publication lists degrees and certificates offered by California community colleges which were approved by the Chancellor's Office as of September 1999. It is divided into two sections: An Inventory of Programs by College, and an Index of Programs by Taxonomy of Programs (TOP) code. The TOP codes allow readers to find which colleges offer particular types of programs. This report defines programs as a degree or certificate with a specific name. All approved degree programs are listed. Certificate programs requiring at least 18 semester units or 27 quarter units are included, except for some low-unit certificates listed in conjunction with a degree. Certificates requiring fewer units do not require approval from the Chancellor's Office. Projected programs that colleges intend to start are also included in this publication. Apprenticeship-only programs and inactive programs are not included. Information contained in the Inventory of Approved Programs is: college, TOP code, serial code, local title, certificate units, degree units, degree type, year approved, and year projected. Information contained in Index of Programs by TOP Code is: TOP Code, College, and local title. (RDG)

ED 438 002 JC 000 146

Carson, Diane
Integrating Asian Film into Film Studies and Film Production Courses Using Examples from Yasujiro Ozu (Japan) and Zhang Yimou (China). Asian Studies Module, 1997.
PUB DATE- 97
NOTE- 53p.; For the rest of the Asian Studies Module, see ED 407 966-972.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; *Asian Studies; Chinese; Cross

Education
IDENTIFIERS- *Career Paths; *Missouri

A descriptive study was conducted to determine the effectiveness of career pathways and the extent of their alignment within the high school curriculum and the Missouri A Schools Program, which builds on other reform efforts such as tech prep and school-to-work to provide all students with a quality education focused on careers and an academic foundation for lifelong learning. Questionnaires were sent to A coordinators and school counselors in the 57 Missouri high schools involved in the A Schools Program in 1996-97 and to students in the 57 school districts and students attending an area vocational-technical school with A Schools funds. Of the 158 individuals who returned questionnaires (70% of the target population), 54% were students, 36% were A coordinators, 3% were administrators, and 7% were counselors. Sixty-seven percent of the students had chosen a career pathway upon entering high school, and 91% of students believed that all high school course curricula were linked to a career pathway. When asked whether their school's dropout rate declined after application of A concepts, 76% of the school personnel said yes. When asked to suggest ways of improving the career path concept, the responses of students and school personnel focused on the following themes: selection of pathways, enhancing high school curriculum, and student involvement. (Contains 52 references.) (MN)

ED 437 513   CE 079 583

Perceptions of the Vocational Education Program in the NYS DOCS.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Computer Literacy; Computer Software; *Correctional Education; Education Work Relationship; *Employment Potential; *Job Skills; Outcomes of Education; Postsecondary Education; *Prisoners; Program Effectiveness; Program Implementation
IDENTIFIERS- *New York

A survey of the New York Department of Correctional Services Vocational Education Program was conducted in 53 correctional facilities throughout the state, with a questionnaire measuring perceptions of staff and inmates about the effectiveness of the program in the areas of work skills, technical skills, and student personal attributes relating to employability. Respondents included 430 educational supervisors and instructors as well as 389 randomly sampled inmates who were within 6 months of their release dates. The findings revealed that both inmates and staff thought that the program was useful in improving interpersonal skills as well as employment skills. They also generally agreed that the program was helpful in effectively preparing inmates for employment after release from prison. A significant proportion of both groups stated that more hands-on work and in-house projects were needed to better prepare inmates for employment. Respondents also noted the need to keep equipment and materials updated and the need for computer training. Instructors stated that more programming involving job-seeking skills as well as increased academics were needed. They also saw a need for better screening and placement procedures for inmates. The study concluded that the program should continue to be strengthened in the areas of computer repair, software, and computer literacy and that the quantitatively and qualitatively at four levels: reactions, learning, job behavior, and results. (Twelve tables/figures are included. Appended are the following: questionnaire; questionnaire responses; subgroup C workshop briefing notes; and discussion of flexible standards.) (MN)

ED 437 531 CE 079 603

Oldroyd, David
Innovative Practice in Teacher and Trainer Training in Vocational Education and Training. Advisory Forum Subgroup D Report.
PUB DATE- 99
NOTE- 39p.; For related subgroup reports, see CE 079 600-602.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Check Lists; Educational Change; Educational Finance; Educational Improvement; *Educational Innovation; *Educational Practices; Foreign Countries; Government School Relationship; Needs Assessment; Postsecondary Education; Professional Development; Program Design; Questionnaires; Synthesis; *Teacher Education; Teacher Improvement; Theory Practice Relationship; *Trainers; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *European Union

Members of a subgroup of the European Training Foundation's Advisory Forum were surveyed regarding their perceptions of problems and priorities relating to initial and inservice vocational teacher and trainer training and innovation in the European Union (EU). Advisory Forum members from 10 EU countries completed the questionnaire. Priorities identified included the following: (1) a coherent national-level policy on vocational teacher and trainer training that is coordinated at the regional, local, and institutional levels; (2) continuing investment and technical assistance by EU and other external sources; (3) caution in adopting innovations uncritically; (4) national teacher and trainer training networks; and (5) greater involvement of social partners. Innovations were identified in the following nine specific areas: (1) legislation and governance; (2) restructuring of the system; (3) finance; (4) accountability and involvement of social partners; (5) leadership and institutional development; (6) development of teacher and trainer trainers; (7) curriculum and methods; (8) assessment, credits, and qualifications; and (9) technology. (A checklist for innovators in vocational teacher and trainer training is included. Appended are the following: survey questionnaire; list of innovations submitted by respondent; classification of selected innovations identified; synthesis of strategies used in the innovations; and terms of reference.) (MN)

ED 437 532 CE 079 604

The European House of Education: Education and Economy--A New Partnership. Background Paper.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Economic Development; *Education Work Relationship; Educational Legislation; Educational Needs; Educational Policy; Educational Trends; Employment Qualifications; Entrepreneurship; Financial Support; Foreign Countries;

about 1 in 10 of 15- to 19-year-old school students in Australia. Other estimates are that 40,400, or 37.3 percent, of VET students at secondary schools in 1998 were enrolled in the initial vocational operatives stream of study, courses that provide initial education and training at a level below that of a tradesperson. For VET students who still attended school in 1998, the major field of study was services, hospitality, and transportation followed by business, administration, economics, engineering, and surveying. For VET students not at secondary school in 1998, the major field of study was business, administration, and economics, followed by VET multifield education, engineering, and surveying. Forty-eight percent of VET students still at school are enrolled in Australian Qualification Framework level I or II courses. The proportion of module enrollments successfully completed in 1997 by students still attending school is 64.8%--close to the rate for all VET students (63.0%). In 1998, 336,900 qualifications in the publicly funded VET sector have been reported as being issued, 15,700 of them to students still attending secondary school. (YLB)

ED 437 550 CE 079 632

Australian Vocational Education and Training Statistics, 1999. Survey of Employer Views on Vocational Education and Training. At a Glance.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Employer Attitudes; *Employment Patterns; Foreign Countries; Graduate Surveys; *Graduates; *Job Training; National Surveys; Postsecondary Education; Proprietary Schools; Secondary Education; Tables (Data); Technical Institutes; *Vocational Education; Vocational Followup
IDENTIFIERS- *Australia

The 1999 Australian Survey of Employer Views on vocational education and training (VET) followed previous surveys in 1995 and 1997. The number of organizations employing recent VET graduates increased steadily over the last 5 years, from 63,000 in 1995 to 104,000 in 1997 to 117,000 in 1999. On the whole, employer views on VET were more positive in 1999. A larger proportion of employers in 1999 had recent graduate employees who received training with a private provider rather than a Technical and Further Education (TAFE) institute. Around 83% of employers of a recent VET graduate reported being satisfied or very satisfied with the VET system; 69 percent felt the VET system is providing graduates with skills appropriate to employers' needs; 74 percent believed training pays for itself through increased worker productivity; the reason for not having VET graduate employees cited by 48 percent of employers was that VET qualifications are not relevant to their industry; and 1 in 4 employers who had no VET graduate employees reported providing all their training requirements in-house. Among industries more satisfied with VET were communication services, agriculture, mining, government administration, and defense. Less satisfied industries were electricity, gas, and water; education; wholesale trade; and manufacturing. The main source of information about VET was industry associations. Employers with recent VET graduate employees were more likely to have regular contact with training providers. (YLB) programs prepared students to earn skill certificates or work toward industry-related credentials). The remainder of the document contains 35 tables summarizing the study findings and three appendixes that include the following: methodology and technical notes; and survey instruments examining vocational programs in secondary and postsecondary schools. (MN)

ED 437 570 CE 079 661

Smith, Janet
Literacy, Welfare & Work: Longitudinal Research Project. Final Report and Recommendations.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Adult Students; *Education Work Relationship; Educational Attitudes; Foreign Countries; *Literacy Education; *Outcomes of Education; Program Effectiveness; Student Attitudes; *Student Characteristics; *Welfare Recipients
IDENTIFIERS- *Manitoba; Welfare Reform

The 3-year Literacy, Welfare, and Work Longitudinal Research Project explored the complex relationship between literacy and employment within the context of welfare reform in Manitoba, in an attempt to identify the barriers to education and employment that adult learners experience, as well as the policies, programs, and support services that best enable them to move from welfare to work. This final report of the project is divided into three sections. In part 1, the life histories of adult learners in the study are collected, analyzed, and placed in chronological order according to theme. Part 2 then takes these experiences and perceptions and places them within a larger socioeconomic context, examining how welfare reform and the labor market affected students' lives. Part 3 contains conclusions and recommendations directed toward the following four main groups: learners, practitioners, social service agencies, and policy makers. Recommendations include the following: raising public awareness, support, and funding for literacy programs; enhancing resources and technology in literacy programs; revising welfare-to-work strategies; increasing student supports and access to programs; creating a wider variety of programming options to meet client needs; coordinating the links between literacy programming and other educational opportunities; improving communication and decision making among all stakeholders; and enhancing job creation and raising the minimum wage. (Contains a bibliography of 85 resources and a list of 8 organization's contact information.) (KC)

ED 437 571 CE 079 662

Bovbjerg, Barbara D.
VA Student Financial Aid: Potential Effect of Providing Education Tax Benefit Eligibility to Students Receiving VA Assistance.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Certification; *Eligibility; *Financial Aid

IDENTIFIERS- *Advice Columns; Authority Figures

This book's author is the creator of an award-winning web site for teens and young adults. The Web site, Talk City's InSite, invites young people to share their questions and concerns about relationships. This book brings information from the web site onto the printed page. Based on hundreds of e-mails receive by the author, it discusses issues relevant to today's adolescents. This book is divided into nine chapters that discuss: peer pressure, emotions, physical appearance, decision making, romantic relationships, sexuality, friendships, relationships with parents and siblings, dealing with authority figures, and conflict resolution. An index is included. (MKA)

ED 437 590 CG 029 738

Sterba, Michael; Davis, Jerry
Dangerous Kids: Boys Town's Approach for Helping Caregivers Treat Aggressive and Violent Youth.
PUB DATE- 99
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aggression; *Behavior Modification; Caregivers; Children; Counseling Techniques; *Crisis Intervention; Educational Planning; Models; Self Control; Teaching Methods; *Violence; *Youth
IDENTIFIERS- *Boys Town NE

The goal of this book is to provide caregivers with interventions, treatment options, and treatment plans for teaching aggressive youth how to replace unhealthy, anti-social, and destructive behaviors with healthy, socially acceptable, and safe behaviors. The first part of the book defines what aggression is and introduces and discusses two different types of aggression and how to identify each one. The second part of the book contains a description and explanation of how to deal with aggressive behavior through the teaching methods developed at Boys Town and incorporated in the Boys Town Teaching Model. The third part of the book includes a discussion of treatment planning and the various treatment strategies that can be utilized to help children and adolescents reduce aggressive behaviors. Sample treatment plans from a variety of settings are presented to help caregivers see how intervention strategies can be developed for aggressive youth and used in different environments. The fourth part of the book examines the importance of creating and maintaining a safe treatment environment for children and caregivers. Finally, an appendix offers a social skills chart that can be used as a reference guide for caregivers as they teach new, prosocial skills to replace old, aggressive behaviors. This chart also shows which skills work best with specific types of aggressive behaviors. (Contains 76 references and an index.) (GCP)

ED 437 591 CG 029 740

Hollis, Joseph W.
Counselor Preparation, 1999-2001: Programs, Faculty, Trends. Tenth Edition.
PUB DATE- 00

(055)
DESCRIPTORS- Active Learning; *Charts; Content Area Reading; Critical Thinking; Elementary Education; *Graphs; Learning Activities; Notetaking; Parents as Teachers; *Phonics; Reading Comprehension; *Reading Rate; *Study Skills; *Tables (Data)

This book provides directions and sample activities to help parents teach their children to follow an easy system for study reading: set clear purposes for study; ask targeted questions; read quickly for specific information; summarize effectively; and gather information from charts and tables. The first section, Flexibility and Reading Speed, discusses basic procedures for study reading--the PARS Approach (purposes, ask, read, summarize). It also discusses notetaking and speed reading. The second section addresses following instructions and reading graphs and tables. Based on the self-directed learner philosophy, this book and the others in the series provide: essential comprehension techniques; basic vocabulary and phonics skills; clear guidelines for efficient study; critical thinking frameworks; and activities that lead to becoming a self-directed learner. Each book in the series also provides quick answers to pressing learning problems; easy practice activities for basic skills; common language explanations; and step-by-step guidance to engage children in active learning. (RS)

ED 437 611 CS 013 822

Smith, Carl B.
Improving Reading and Learning. A Practical Guide for Parents and Tutors. Helping Children To Learn Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 79p.; For other titles in the Helping Children To Learn Series, see CS 013 820-823.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Critical Thinking; Learning Activities; Parents as Teachers; *Phonics; Primary Education; Questioning Techniques; *Reading Comprehension; *Reading Improvement; *Reading Processes; *Reading Strategies; Tutoring

This book offers suggestions to help parents make their children successful readers and learners. The first chapter, Getting Started, discusses setting an example, being a tutor, creating a positive environment, and letting children be the stars. The second chapter, The Reading Process: Building Meaning, discusses setting a purpose, stages of the reading experience, skills and meaning, finding relationships, and evaluating. The third chapter, Improving Your Child's Reading Comprehension, addresses talking about unfamiliar words, setting a clear purpose, asking questions to aid thinking, and asking follow-up questions. The fourth chapter, Stories To Practice Reading, contains stories parents can use to practice the ideas presented in the book. Based on the self-directed learner philosophy, this book and the others in the series provide: essential comprehension techniques; basic vocabulary and phonics skills; clear guidelines for efficient study; critical thinking frameworks; and activities that lead to becoming a self-directed learner. Each book in the series also provides literacy process by tutoring peers and elementary children in reading, reading aloud to others, coordinating reading contests, and designing posters to encourage reading throughout the school and community. According to the book, the program's three main objectives are to involve students directly in promoting literacy, to encourage students to continue their education at a postsecondary institution, and to acquaint students with teaching as a possible career. The book outlines the objectives and components of the program, explains how to plan the program at an individual school, and offers guidelines for establishing an effective tutoring component within the larger program. It also offers information on the teens' visits to a university or community partner, discusses how to expand the program beyond one school, and suggests how to evaluate the program's success. (Contains 48 references.) (NKA)

ED 437 632   CS 013 845

Turbill, Jan, Ed.; Cambourne, Brian, Ed.
The Changing Face of Whole Language.
PUB DATE- 98
NOTE- 91p.; Reprint of the May 1997 issue of "The Australian Journal of Language and Literacy," v20 n2.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; Educational Change; Elementary Education; Foreign Countries; Postmodernism; *Reading Instruction; Spelling; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- Australia; New Zealand

Noting that most educators would agree that whole language no longer looks the same, this book collects eight articles written by whole language advocates and practitioners from New Zealand, Australia, and the United States that focus on the changes, growth, and development that have occurred in whole language both in philosophy and practice. They emphasize that whole language continues to have an important place in the literacy education of children. After an introduction by the editors, articles in the book are: "Whole Language: Are We Critical Enough?" (Beth Berghoff, Jerry Harste, and Chris Leland); "This Is Literacy: Three Challenges for Teachers of Reading and Writing" (David Bloome); "Defining Whole Language in a Postmodern Age" (Lorraine Wilson); "Towards a Personal Theory of Whole Language: A Teacher-Researcher-Writer Reflects" (Mem Fox); "Teaching Factual Writing: Purpose and Structure" (David Wray and Maureen Lewis); "They Don't Teach Spelling Anymore--Or Do They?" (Chrystine Bouffler); "Real(ly) Writing in School: Generic Practice?" (Jo-Anne Reid); and "Whole Language and Its Critics: A New Zealand Perspective" (John Smith). (RS)

ED 437 633   CS 013 846

Walker, Barbara J., Ed.; Morrow, Lesley Mandel, Ed.
Tips for the Reading Team: Strategies for Tutors.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

testing. Instructional tools were selected from published words, or designed by the researchers to obtain the goals set. Post-intervention data indicated an increase in reading skills. Through analysis of data collected, the researchers concluded that this was attributed to the students' application of reading strategies learned during the intervention period. (Contains 26 references, 8 tables, and 8 figures of data. Appendixes contain a phonics inventory, worksheets, and checklists.) (Author/RS)

ED 437 654 CS 216 963

Christenbury, Leila
Making the Journey: Being and Becoming a Teacher of English Language Arts. Second Edition.
PUB DATE- 00
NOTE- 322p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *English Instruction; English Teachers; Instructional Effectiveness; *Language Arts; Reader Response; School Culture; Secondary Education; *Teacher Role
IDENTIFIERS- *Media Literacy; *Response to Literature

This book takes a look at the realities of classroom life, offering specific suggestions for dealing effectively with today's students. More than a compendium of activities, the first edition of the book introduced educators to a philosophy of teaching illustrated and implemented by workable, realistic techniques. The second edition of the book continues to offer the same coverage, but with the addition and expansion of material to address new concerns in the field. The second edition features: expanded chapters on school and its culture, what it takes to be a teacher, models of teaching, and what to do when "it doesn't work"; a new chapter on setting up and running a classroom--with suggestions on classroom environment, lesson planning, discipline, improving teaching, and when to break the rules; another new chapter on media literacy, with material on surfing the Web as well as using movies, television, and radio in English language arts; more information on students, the teaching of literature (including young adult and multicultural literature, contemporary novels, and Shakespeare), language, grammar, and usage, and questioning strategies and behaviors; and additional material on reader response, alternatives to the book report, literature circles, sentence combining, the use of conferencing and writing groups, getting ideas for writing, and ethics. Each chapter provides separate reference and resource lists. (NKA)

ED 437 655 CS 216 969

Sommers, Elizabeth
Hearing the Students' Voices: A Daedalus Convert Goes National.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Computer Mediated

adolescents. More specifically, the paper briefly describes the use of self-report measures to assess change, the potential use of focus groups to inductively derive adolescent self reports concerning the traits of verbal aggressiveness and argumentativeness, and the use of observers or "other reports" to evaluate both argumentativeness and verbal aggressiveness. It asks what the implications for assessing the effectiveness of training programs (via self report) are, and suggests that, to answer this question, attention must be given to experimental designs and the impact of these designs on self-report measures, noting that if the behavioral objective of a training program is to reduce destructive aggressive communication by adolescents, then the experimental design used by the researchers will inevitably influence assessment of change, especially when change is based on the participants' self-reported perceptions. The paper states that the first step in developing curricular materials to reduce verbally aggressive behavior is the observation of communicative behavior in a variety of contexts, including home and school environments. It states that the second step is to use the information gathered from research to develop, test, and implement curricular materials for a variety of audiences and a variety of contexts. Contains 23 references. (NKA)

ED 437 676 CS 510 200

Sullivan, Sheila J.
How Gender Identities Affect Interactions between Professors and Students (Roles of Schoolwomen).
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Sex Role; *Sex Stereotypes; *Sexual Identity; *Teacher Characteristics; Teacher Expectations of Students; *Teacher Student Relationship; *Women Faculty
IDENTIFIERS- Womens History

This paper explores written reports about socially constructed female gender roles and allows examination of how dominant viewpoints continually affect the evolution of women's roles as schoolwomen, focusing on societal evaluation of women's roles. Data for the paper were collected by 5 groups of students in a Communication Theory course. The groups were assigned to develop a theory based on their descriptions and explanations about the types of interactions that occur between women and men faculty and their students. The paper concludes that a combination of typical male task-oriented instruction with typical female relational-type instruction is important to teaching ability and effectiveness. (Contains 16 references.) (EF)

ED 437 677 CS 510 201

DeVito, Joseph A.
Theory and Research in Gay and Lesbian Relationships.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

clear. On the one hand, Lifetime does not want to be noted as the "feminist network." Yet, former President and CEO, Douglas McCormick claims that Lifetime is "more responsive to women's interests" because it " tries to portray women in ways that move us all forward to a greater sense of enlightenment and understanding." A discourse analysis is used to examine the major themes in Lifetime's made-for-cable movies--success, psyche, sexuality, and standardized beauty. The analysis reveals that Lifetime portrays white, upper/middle class, young/middle aged, heterosexual, physically beautiful, strong-willed, emotionally charged, sexual objects and procreators in its original movies. While Lifetime's movies do address some women's issues, they concurrently contain and undermine feminism by consistently reasserting that women cannot "have it all." Contains 22 references; an appendix lists 19 movie titles and premier dates. (Author/RS)

ED 437 699 CS 510 225

Rice, Donald E.
Assessing the Course: The Department Perspective.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, IL, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Course Evaluation; Course Objectives; Educational Assessment; Higher Education; *Introductory Courses; Peer Evaluation; *Speech Curriculum; Student Surveys
IDENTIFIERS- *Speech Communication Education; *Speech Departments; Student Evaluation Form

The first step in a multi-stage approach to assessment of the Department of Speech Communication and Theatre Art at Concordia College in Moorhead, Minnesota, this study assessed the department's introductory course. Data came from cognitive pre/post tests, self reports, and peer evaluations. Results indicated that: (1) students scored higher on the post-test than the pre-test; (2) the self-report showed learning improvement in discipline breadth, finding and reading of communication research, understanding journal article formats, writing abstracts and literature reviews, and in knowledge of APA (American Psychological Association) style; (3) sophomores report the most "learning", reflecting the design of the course, which is aimed at them; (4) student papers do not always reflect a specific communications focus; (5) students have more difficulty after connecting research questions to hypotheses in their paper proposals; (6) students need to employ better definition of terms and rational for their choices; (7) students need to read their documents more carefully; and (8) students need to consider research ethics more in making their choices of method. Additional research should decide the purpose of the assessment and report findings to the Dean of Curriculum and Assessment, and should include assessment of oral performance and upper-level theory-based courses. Contains sample course objectives, pre-test, course assessment form, and paper review form. (EF)

ED 437 700 CS 510 227

Schenone-Stevens, M. Carla

recent educational developments in Hong Kong and China have reflected global trends in the reduction of the government's role in education. However, the tide of marketization should not be treated as a simplistic notion of an undifferentiated universal trend. (Contains 99 references.) (RJM)

ED 437 719 EA 030 198

Ediger, Marlow
The Principal and Curriculum Development.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Administration; Educational Environment; Educational Objectives; Elementary Secondary Education; *Instructional Leadership; *Principals; Strategic Planning

This paper describes the need for principals to stay abreast of trends in the curriculum. The principal is the leader of the school and should possess leadership abilities, in addition to understanding thoroughly the curriculum. The principal must set and accept relevant role expectations in determining objectives of instruction. He or she must help establish knowledge objectives and skills that students should be expected to learn, and these two components should mutually reinforce each other. Principals must also lead the way in developing in students a positive attitude about learning since quality attitudes help pupils to become increasingly proficient in attaining knowledge and skills ends. Principals should ensure that learning opportunities capture pupils' attention, that the purpose of each lesson be stated, that students be motivated to learn, that students' different intelligences be nourished, and that teachers be assisted in their pedagogical goals. The school leader should be prepared to teach a class, using the latest research, and should provide leadership in the school to help teachers use evaluation procedures. Since evaluation is continuous, principals can provide teachers feedback on what should be emphasized in ongoing lessons and can help teachers and students to prepare portfolios. (RJM)

ED 437 720 EA 030 199

Forward Planning in Education in the Member States of the European Union: Results of the EURYDICE Survey.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 99
NOTE- 69p.; This working document was prepared by the EURYDICE European Unit for the Council of Ministers of Education meeting on Jun 7, 1999 in Luxembourg.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Planning; Elementary Secondary Education; Foreign Countries; Instructional Leadership; *Long Range Planning; National Surveys; *Strategic Planning
IDENTIFIERS- European Union

This document examines forward planning and the need for political decision-makers to have tools to enable them to prepare for the future. It is based on a survey that revealed that forward planning and other similar approaches are making

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Ontario Ministry of Education and Training, Toronto.

PUB DATE- 99

NOTE- 254p.; This book was based on research funded by the Johann Jacobs Foundation (Switzerland). For the book "Changing Literacies" in the series, see ED 429 217.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrator Effectiveness; *Change Strategies; Educational Administration; Educational Change; Foreign Countries; Leaders Guides; *Leadership Qualities; Professional Development; Secondary Education; *Teacher Improvement

IDENTIFIERS- Ontario; Transformational Leadership

This book examines transformational leadership and explores why such leadership can enhance the work of secondary-school leaders. It focuses on school leadership exercised in restructuring contexts. The text is divided into three parts: (1) the context for changing leadership; (2) transformational school leadership; and (3) beyond transformational leadership. Part 1 outlines a menu of current leadership models and shares reasons why transformational leadership marks a sensible point of departure for better understanding changing leadership in changing times. Part 2 describes the outcomes of efforts to unpack the meaning of transformational leadership in schools. It examines leadership at a central Ontario secondary school and offers strategies for setting goals and direction, ways to develop people, and tips for redesigning the culture, structure, policy, and community relationships of a school. The last section provides examples of the impact of transformational approaches to leadership on various aspects of schools. It details the problem-solving processes of transformational leaders, strategies for fostering teacher leadership and building teachers' commitment to change, advice on creating the conditions for growth in teachers' professional knowledge and skill, suggestions for leadership for organizational learning, and tips for achieving emotional balance. (Contains an index and approximately 400 references.) (RJM)

ED 437 740 EA 030 225

Gray, John; Hopkins, David; Reynolds, David; Wilcox, Brian; Farrell, Shaun; Jesson, David

Improving Schools: Performance and Potential.

SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).

PUB DATE- 99

NOTE- 168p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Change Strategies; *Educational Change; Educational Quality; Elementary Secondary Education; Foreign Countries; Instructional Leadership; *Longitudinal Studies; School Effectiveness; Test Results

IDENTIFIERS- Great Britain

This book examines educational improvement in Great Britain in recent years. It addresses three concerns: (1) develop better estimates of the extent to which schools have changed in their effectiveness over time; (2) understand the factors and strategies associated with changes in performance across schools; and (3) explore the school-improvement process so as exercises enabled the students to be more conscientious of their own articulation and helped them speech read better. The report discusses goals and evaluation instruments, solution strategy, intervention results, and recommendations. Appendices include re-implementation speech reading evaluations and the questionnaire. (Contains 40 references.) (CR)

ED 437 758 EC 307 606

Kemp, Dawn; Center, David
Troubled Children Grown-Up: Antisocial Behavior in Young Adult Criminals.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Conference of Teacher Educators for Children with Behavior Disorders (23rd, Scottsdale, AZ, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Antisocial Behavior; *Behavior Disorders; Criminals; *Delinquency; Interpersonal Competence; Mathematical Aptitude; *Personality; Personality Traits; *Predictor Variables; Reading Ability; Social Development; *Socialization; Student Characteristics; Young Adults
IDENTIFIERS- *Eysenck (Hans J); Eysenck Personality Inventory

This study attempted to evaluate H. J. Eysenck's antisocial behavior (ASB) hypothesis that proposes there is an antisocial temperament which, in interaction with socialization, intelligence, and achievement, puts an individual at significant risk for developing antisocial behavior. Evaluation of Eysenck's ASB hypothesis was conducted with 107 recently paroled young male adults. The Eysenck Personality Questionnaire-Revised was administered to assess temperament characteristics and the Basic Adlerian Scales for Interpersonal Success-Adult was administered to assess socialization. Retrospective data on juvenile behavior were collected, and intelligence and achievement scores were obtained from participants' file data. Results were supportive of Eysenck's ASB hypothesis. The sample differed in predicted directions from test norms in both temperament and socialization. There were also within sample differences in predicted directions between participants with relatively high antisocial behavior history scores in contrast to those with relatively low antisocial behavior history scores. No differences were found for intelligence. However, there was one significant within sample achievement difference with high antisocial participants scoring significantly lower in arithmetic. Reading and arithmetic scores for all participants were below the 20th percentile in comparison to peers. Only 11 percent of the participants had received special education services as public school students. (Contains 31 references.) (Author/CR)

ED 437 759 EC 307 607

Izzo, Andrea
Parental Attitudes toward Public School Education for Deaf Students and Issues Affecting Placement Choices.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, Alabama, November 17-19, 1999).
LANGUAGE- English

PUB DATE- 97
NOTE- 18p.; Also sponsored by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). Distributed in collaboration with the Postsecondary Education Programs Network (PEPNet).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Deafness; Developmental Studies Programs; Educational Legislation; English; Evaluation Methods; *Hearing Impairments; Higher Education; Partial Hearing; *Remedial Instruction; *Remedial Mathematics; Remedial Programs; *Remedial Reading; Student Evaluation; Writing Instruction

This report examines the need of many deaf and hard of hearing college freshmen for remediation in one or both of two areas, reading and writing in English and mathematics. It explores the kinds of assessments most commonly used in these areas, suggests modifications for testing basic instruction and remediation, and offers some programmatic guidelines. Individual sections of the report address the following topics: (1) assessment of basic skills; (2) basic preparation in reading and writing English; (3) skills necessary to enter courses/majors; (4) improving skills; (5) basic preparation in mathematics; (6) deaf students in mathematics classes; (7) recommendations for improving mathematics skills; (8) the first-year experience; and (9) laws and regulations. (Contains 22 references.) (DB)

ED 437 776 EC 307 624

Warick, Ruth; Clark, Catherine; Dancer, Jesse; Sinclair, Stephen
Assistive Listening Devices: A Report of the National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Association on Higher Education and Disability.
PUB DATE- 97
NOTE- 19p.; Also sponsored by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). Distributed in collaboration with the Postsecondary Education Programs Network (PEPNet).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Augmentative and Alternative Communication; College Students; *Communication Aids (for Disabled); Deafness; *Hearing Impairments; Higher Education; *Listening; Partial Hearing; Technological Advancement

This report examines the use of auditory assistive listening devices by students who are hard of hearing or deaf in the postsecondary educational setting. Individual sections address the following topics: (1) distinctions between hearing aids and assistive listening devices; (2) assistive listening devices and the college student; (3) types of assistive listening devices (including FM and infrared systems, FM radio microphone

PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Captions; Contracts; *Deafness; *Disabilities; *Educational Technology; Federal Aid; Federal Programs; Grants; *Hearing Impairments; Mass Media; Multimedia Materials; Research and Development; Technological Advancement; Television; Theory Practice Relationship
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Office of Special Education Programs

This directory is one of five which together describe almost 1200 discretionary grants and contracts currently supported by the Research to Practice Division of the Office of Special Education Programs under the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). This document covers grants and contracts in the program area of Technology and Media Services. The program descriptions are grouped by the 17 competitions under which they were funded, such as Closed-Captioned Sports Programs, Video Description, Steppingstones of Technology Innovation for Students with Disabilities, Closed-Captioned Television Programs--Local News and Public Information, and Cultural Experiences for Deaf or Hard of Hearing Individuals. Provided for each project description is the following information: grant number; project title; name of project director; contact information (organization, address, phone number, Fax number, e-mail address); the project's purpose; the methodology; and proposed products. There are four indexes: a project director index, an organization index, a state index, and a subject index. (DB)

ED 437 795 EC 307 645

Kohler, Paula D.; Field, Sharon; Izzo, Margo; Johnson, John
Transition from School to Life: A Workshop Series for Educators and Transition Service Providers.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 535p.; For related project documents, see EC 307 646-647.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Career Education; Classification; Delivery Systems; *Disabilities; Education Work Relationship; Family Involvement; Inservice Education; *Inservice Teacher Education; Instructional Effectiveness; *Models; Outcomes of Education; Postsecondary Education; Secondary Education; Student Centered Curriculum; Student Development; Theory Practice Relationship; *Transitional Programs; *Workshops

This document offers six one-day workshops intended to help state, regional, and local organizations develop the knowledge and skills of educators and others providing transition services to young people with disabilities. Workshop content is based on the "Taxonomy for Transition Programming," a model of effective transition practices based on transition-related research and exemplary transition practices. Following an overview of the workshop series, the first workshop covers research findings about the post-school outcomes of students, transition-related legislation, and transition models, especially Kohler's "Taxonomy". The other five workshops are: (1) student-focused planning, (2) student development, (3) interagency collaboration, (4) family involvement, and (5)

ED 437 816 EF 005 653

Custodial Standards. Revised.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cleaning; Elementary Secondary Education; *Facility Guidelines; Needs Assessment; *School Maintenance; *Standards
IDENTIFIERS- *Brevard County Public Schools FL

The Brevard County School Board has issued this document detailing maintenance and custodial standards district wide for its schools. The document first addresses the general procedures and maintenance for the school, including universal precautions for the protection of the custodial staff. It then details maintenance and cleaning requirements for each area of the school, including classrooms, restrooms, cafeterias, gymnasiums, locker rooms, and corridors. Samples of facility custodial assessment forms; emergency lighting, fire extinguisher inspection, and air conditioner maintenance/service log sheets; and monthly custodial preventative maintenance forms are included. (GR)

ED 437 817 EF 005 660

A Practical Guide to Management of Common Pests in Schools. Integrated Pest Management.
PUB DATE- 99
NOTE- 34p.; Developed with the Illinois Pest Control Association and the Structural Pest Control Advisory Council.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Guidelines; *Pests; Program Development; Public Schools; State School District Relationship
IDENTIFIERS- Illinois; *Integrated Pest Management

This 3-part manual is designed to assist school officials understand the principles of Integrated Pest Management and aid them in implementing those principles into a comprehensive pest control program in their facilities. Developed for Illinois, this guide can be applied in part or in total to other areas of the country. Part 1 explains what an IPM program is, its disadvantages and advantages, and costs. Part 2 examines priority setting in the steps for building an IPM program in schools. Part 3 offers tips for using an IPM program effectively against such pests as cockroaches, pantry pests, ants, spiders, wasps, termites, mice, head lice and "mystery bugs." Appendices provide a pictorial key to some common adult cockroaches and information on distinguishing between termite and ant swarms. (GR)

ED 437 818 EF 005 661

Sanoff, Henry
Community Participation Methods in Design and Planning.
PUB DATE- 99
NOTE- 306p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

administrators and teachers to various questions related to the primary research questions. (Contains 17 references.) (KFT)

ED 437 839 FL 026 115

Kluge, David, Ed.; McGuide, Steve, Ed.; Johnson, David, Ed.
Cooperative Learning. JALT Applied Materials.
PUB DATE- 99
NOTE- 200p.; This volume is a the third of the Japan Association for Language Teaching (JALT) Applied Materials series. For individual chapters, see FL 026 116-129. For the previous volumes in the series, see ED 415 619 and ED 400 173.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; College Students; *Cooperative Learning; Elementary Secondary Education; *English (Second Language); Evaluation Methods; Foreign Countries; Grouping (Instructional Purposes); Higher Education; Instructional Materials; Second Language Instruction; Second Language Learning; Student Evaluation; Teaching Methods; Worksheets; Writing (Composition); Writing Exercises; Writing Instruction; *Writing Strategies
IDENTIFIERS- *Japan

This volume is a collection of papers focused on a single theme, cooperative learning, written by classroom teachers of varying experience levels. This book introduces cooperative learning and gives examples of cooperative learning activities, units, and systems created by teachers in Japan, The United States, and Canada, who are currently using these methods. Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups, and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. The book is divided into sections highlighting systems, units, and activities. Systems, the largest form of cooperative learning, describes an entire way of presenting any language item or content. These systems are independent of any content and can be used to teach anything. Units are an example of extended cooperative learning activity or sets of activities with a single theme or goal that stretch over several classes, a semester, or a whole year. Activities are short cooperative learning bits that can be as short as ten minutes or cover a complete class period. The book ends with a section on evaluation. An instant index is included which presents key words for topic, institutional level, skills practiced, an abstract, and author contact information for each of the 14 chapters of text. An annotated bibliography is appended, covering books, commercial and non-profit organizations, newsletters, and web resources. Topics include: cooperative learning in Japan; implementing cooperative learning in language learning setting; an EFL-NGO forum integrating cooperative learning and global issues; developing oral fluency and interactive group skills through cooperative learning techniques; generating ideas cooperatively in a writing class; cooperative learning and assessment and evaluation. (KFT)

ED 437 840 FL 026 116

Kluge, David.
A Brief Introduction to Cooperative Learning.
PUB DATE- 99
NOTE- 8p.; In: Cooperative Learning. JALT Applied Materials

Human nature, relationships, courage, and fascination with the unknown. (CNP)

ED 437 859 FL 026 155

Cyncar-Hryschuk, Markiana, Comp.; Petriw, Lesia, Comp.
Uzaiemyny mizh lyud'my: zbirka tekstiv (Relationships: A Reader). Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 99
NOTE- 49p.; For related documents, see FL 026 152-154. Made possible by the Financial Support of the Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, and the Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Awareness; *Cultural Education; Dialogs (Language); Foreign Countries; Heritage Education; Instructional Materials; Literature; Native Language Instruction; Poetry; Reading Materials; Second Language Instruction; Second Language Learning; Short Stories; *Ukrainian; Uncommonly Taught Languages

This book is one of four intermediate-level readers in a series intended for second- or native language learners of Ukrainian. It includes a selection of short texts in modern Ukrainian, including poems, sayings (aphorisms), short stories, and dialogs. Other topics in this series include (in translation): Human nature, relationships, courage, and fascination with the unknown. (CNP)

ED 437 860 FL 801 348

Muro, Andres
Fannie Mae/El Paso Community College Home-Ownership Literacy Program, January 1, 1999-December 31, 1999. Final Report.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Community Education; *Community Information Services; *English (Second Language); *Instructional Materials; Language Minorities; Limited English Speaking; *Literacy Education; *Outreach Programs; Program Effectiveness; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Texas (El Paso)

This document is the final report describing the experiences, effectiveness, and findings of a home ownership literacy program in El Paso, Texas. It is asserted that such a program was and is necessary because the adult education programs that presently exist typically are not sufficiently addressing the practical, real-life needs of the participants. Many adults lack sufficient knowledge to make informed decisions about home ownership even when these same people have sufficient financial means to be homeowners. To this end, the El Paso Community College Community Education Program (formerly known as the Literacy Center) develops and/or implements instructional materials that relate directly to the interests and lives of

ED 437 879 HE 032 751

Lewis, Laurie; Snow, Kyle; Farris, Elizabeth; Levin, Douglas
Distance Education at Postsecondary Education Institutions, 1997-98. Statistical Analysis Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 117p.; Project officer is Bernie Greene. For the previous report, see ED 413 829.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Change Strategies; *Distance Education; Educational Technology; Enrollment Trends; *Extension Education; *External Degree Programs; Internet; *Nontraditional Education; Open Universities; Postsecondary Education; Questionnaires; Surveys; Tables (Data); Telecourses; Trend Analysis; Tuition

This report presents findings from the second national survey of distance education undertaken by the National Center for Education Statistics. The survey covers the 12-month 1997-98 academic year and includes data for higher education institutions as well as all 2-year and 4-year postsecondary institutions. Highlights of the report include the following: distance education is becoming an increasingly visible feature of postsecondary education, primarily at public institutions, with an estimated 54,470 different courses offered; 8 percent of all 2-year and 4-year institutions offer degree or certificate programs designed to be completed totally through distance education; most institutions offering distance education use several types of video and Internet-based technologies; about three-quarters of institutions offering distance education charge the same tuition for these courses as for comparable on-campus courses; and between fall 1995 and 1997-98 the percentage of higher education institutions offering distance education courses increased from 33 to 44 percent. The first chapter of the report is an overview; following chapters review institutions and enrollments, course offerings and enrollments, degree and certificate programs, distance education technologies, tuition and fees, changes in distance education since 1994-95, and present conclusions. Appended are survey methodology, tables of standard errors, and the survey questionnaire. (CH)

ED 437 880 HE 032 752

Academic Achievement Programs. Student Handbook.
PUB DATE- 99
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Academic Achievement; College Students; Compensatory Education; Educational Counseling; Educational Environment; Educationally Disadvantaged; Higher Education; Performance Contracts; School Catalogs; State Universities; *Student Adjustment; Student College Relationship; Student Educational Objectives; Student Financial Aid; *Summer Schools;

The Iowa Department of Education collects fundamental information on Iowa public schools with respect to various aspects of technology, its implementation and usage. The Technology Survey for the 1997-98 school year was administered to all school districts (377 of 384 districts responded) to collect current baseline information on a central core of technology elements. The Department uses these trend data to describe the status of Iowa public school technology, to reflect needs, and to facilitate school improvement processes. In addition, data to respond to legislative and other requests about technology in Iowa public school districts are provided through this survey. Information is presented according to the following areas: computer hardware and technology, Internet uses and software, technology and instruction, automated and computerized records, and technology support and staff development. Where feasible the report compares information from the 1996-97 and 1997-98 school year technology surveys, as well as a 1995-96 school year technology survey cosponsored by the Iowa Department of Education and Iowa State University. The survey form is appended. (AEF)

ED 437 901 IR 019 851

Abramson, Gertrude W., Ed.
HyperNexus: Journal of Hypermedia and Multimedia Studies, 1997-1998.
PUB DATE- 98
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; *Computer Assisted Instruction; Computer Software Reviews; *Computer Uses in Education; Courseware; Educational Media; Educational Technology; Electronic Journals; Elementary Secondary Education; Higher Education; *Hypermedia; Internet; *Multimedia Instruction; *Multimedia Materials; Teaching Methods; Telecommunications; World Wide Web

This documents consists of articles on hypermedia and multimedia use in education. Article titles include: (1) Teaching HyperStudio Multimedia (Thomas A. Drazdowski); (2) PowerPoint '97 as an Authoring Tool (George K. Fornshell); (3) Ten Web Sites for Educators (Trudy Abramson); (4) Bloodbourne Pathogens Training Program (Vernon Czelusniak); (5) Security in the Telelearning Environment (Marlyn K. Littman); (6) French Immersion Content Taught via the Internet (Michelle Haj-Broussard and Alex Rath); (7) The Wonderful World of Time (Bart Hoffman); and (8) A Lesson Plan for Integrating Technology with Social Studies and Language Arts, Grade 5 (Linda Aubry). Additional articles include: (1) Integrating the Internet in the Elementary Classroom (Kevin Andreyo); and (2) A Model for Teaching Multimedia Computer Applications in Preservice Teacher Education (Gregory MacKinnon). Columns include editorials; messages from the Chair of the HyperSIG Board of Directors; and courseware, report, and book reviews. (AEF)

ED 437 902 IR 019 852

Manternach-Wigans, Lynn Kay
Computer Technology Integration in Iowa High Schools: Perceptions of Teachers.
PUB DATE- 99
NOTE- 302p.; Doctorial dissertation, Iowa State University.
LANGUAGE- English

Analysis of E-Mail Mediated Instructional Conversations: Employment of Sociolinguistic Conversation Mapping Techniques.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; *Discussion (Teaching Technique); *Electronic Mail; Higher Education; Interaction; *Sociocultural Patterns; *Sociolinguistics; Tables (Data)
IDENTIFIERS- *Conversation; *Conversational Analysis; Mapping; Mediation

This study examined and described e-mail mediated instructional conversations conducted during a content area reading and writing course. Participants in the study included undergraduate students from three different content specialty areas, as well as an instructor who mediated the conversational interactions via e-mail communications. Conversational interactions were analyzed by employing sociolinguistic conversational mapping techniques. Students and the instructor engaged in extended conversational interactions in which they considered and discussed numerous topics related to content area reading and writing. Conversational data were downloaded directly from e-mail files, transcribed, coded, and mapped. Findings were interpreted from the perspective of Sociocultural Activity Theory. Conclusions based on study findings included: (1) the mapping techniques employed in the study effectively aided in the identification of patterns of interaction that developed during the conversational interactions; (2) each of the conversational groups included in the study responded to instructor moves in a distinct manner; (3) different content area conversation groups established distinct patterns of discourse; (4) several factors were identified that appear to have an impact on levels of participation in e-mail mediated instructional conversations; and (5) e-mail mediated instructional conversations appear to facilitate the appropriation of formal concepts. (Contains 46 references.) (Author/MES)

ED 437 922 IR 019 884

Kleeman, Michael J.
The Internet and Global Telecommunications: Exploring the Boundaries of International Coordination. A Report of the Annual Aspen Institute Roundtable on International Telecommunications (4th, Shonan Village Center, Japan, September 21-24, 1998).
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Foreign Countries; *Information Policy; Intellectual Property; *International Cooperation; *Internet; *Policy Formation; Privacy; *Telecommunications
IDENTIFIERS- Electronic Commerce; United States

The goals of the Fourth Annual Aspen Institute Roundtable on International Telecommunications were: to address procedural and substantive solutions for international coordination of Internet policy issues; to suggest different models for dispute resolution and policy coordination that might be employed in the various contexts of Internet usage; and to consider where

Resource Allocation; State Libraries; *State Programs;
Strategic Planning
IDENTIFIERS- *Georgia; *Library Services and Technology Act 1996

With the intention that Library Services and Technology Act (LSTA) funds provide for the continual improvement and enhancement of all library and information services in Georgia, this five-year plan addresses the LSTA law by establishing major statewide priorities and supporting goals and activities/objectives that reflect the purposes and priorities delineated in the law. This document describes the planning and implementation participation and process as well as policy development and review, and discusses background, mission, vision, role of the public library systems and the Department of Technical and Adult Education, scope of public library programs and services, and scope of inter-type cooperation and resource sharing. A needs analysis summary of future trends for Georgia libraries is then provided, followed by an outline of the strategic priorities, goals, and objectives/activities. Planning and implementation time lines and priorities, fund allocation and budget, and accountability and evaluation methods are stated. (AEF)

ED 437 940 IR 057 495

Utah State Library Division. Library Services & Technology Act: Five Year Plan.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; *Federal Aid; *Grants; Grantsmanship; *Library Administration; Library Development; *Library Funding; *Library Planning; Postsecondary Education; Public Libraries; Research Libraries; School Libraries; Special Libraries; State Libraries
IDENTIFIERS- *Library Services and Technology Act 1996; Utah

This five-year plan for the administration of Utah's Library Services and Technology Act (LSTA) program contains the following sections: (1) principles; (2) assumptions; (3) the current scene of Utah libraries, including public libraries, academic libraries, school library media centers, and private and research libraries; (4) establishment of needs; (5) LSTA priorities and Utah goals and objectives; (6) activities, including a chart of LSTA goals/priorities, objectives, activities, sample grant targets, and evaluation examples; (7) procedures, including state library board roles and responsibilities for overseeing the LSTA program, membership/nominations/appointment process and terms of the LSTA, role of the LSTA Advisory Council, eligibility criteria for Utah libraries applying for LSTA grants, and the grant process; (8) a grant matrix, including category, grant purpose, review body, decision body, appeal body, schedule, and match requirements; (9) proposed five-year plan schedule; (10) evaluation methodologies; (11) expenditure plan for the Utah State Library; (12) library community and user involvement in LSTA plan implementation; and (13) State Library assurances. (MES)

ED 437 941 IR 057 532

Davis-Tanous, Jennifer R.
XML: A Language To Manage the World Wide Web. ERIC Digest.
SPONS. AGENCY- Department of Education, Washington, DC.

"The Why of YA Youth Adult Programming" (Judy Druse), "Ten Things I Wish I had Known Before Running My First YA Program" (Carol Georgen), a youth participation checklist (YALSA), and YA Reader's Theater;" (3) "Around the World with Teens," including a list of multicultural videos and suggested activities; (4) "Teen Friends around the World," including a list of friendship stories, booktalks, program ideas, and middle and high school bibliographies (Maureen Harrill); (5) "Revolutions around the World," including a revolutions booktalk, program ideas, material resources, middle and high school bibliographies, a pathfinder, display ideas, school visit ideas, and a word search (Ginger Armstrong); (6) "Voyages," including booktalks, program ideas, middle and high school bibliographies, and a pathfinder (Diantha McCauley); (7) "Time Travel," including booktalks, program ideas, activities, display ideas, outside presenters and community resources, a pathfinder, and middle and high school bibliographies (Denise Walker); and (8) "Under the Sea," including booktalks, program ideas, activities, outside presenters and community resources, museums to contact, middle and high school bibliographies, and a pathfinder (Diane Wagner). Contains clip art. (MES)

ED 437 961 IR 057 612

Jennings, Mary, Comp.
Statistics of Alaska Public Libraries: FY 1998 with FY 1988-FY 1998 Comparisons.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Library Collections; Library Expenditures; Library Funding; Library Personnel; Library Services; *Library Statistics; *Public Libraries; State Libraries; Tables (Data)
IDENTIFIERS- *Alaska

This report presents a summary of Alaska public library statistics for FY (Fiscal Year) 1998 in the following areas: circulation and interlibrary loan; collections; income; expenditures; expenditures on collections; staff and volunteers; and hours, attendance, reference, and programs. The tables and graphs in Part 1 compare this data with statistics collected for FY 1988 and FY 1993. Sections A and B are the tables for FY 1998 by library name and population. Included are statistics reported by the libraries as well as selected per capita computations. (MES)

ED 437 962 IR 057 613

Zweizig, Douglas L.; Hopkins, Dianne McAfee
Lessons from Library Power: Enriching Teaching and Learning. Final Report of the Evaluation of the National Library Power Initiative, an Initiative of the DeWitt Wallace-Reader's Digest Fund.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 281p.; "Produced with Norman Lott Webb and Gary Wehlage."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Integrated Library Instruction; Curriculum

Program Development; Research Libraries
IDENTIFIERS- Digital Data; *Metadata; *Object Orientation; Special Collections (Library)

The Making of America (MoA) Testbed Project, coordinated by the Digital Library Federation, is a multi-phase endeavor. Its purpose is to investigate important issues in the creation of an integrated but distributed digital library of archival materials (i.e., digitized surrogates of primary source materials found in archives and special collections). Drawing on the example of the MoA II Testbed Project, this report examines an object-oriented approach to digital library construction, the collection of structural and administrative metadata, and the development of tools to assist scholars. It is divided into four main parts: (1) the "Executive Summary" provides an overview of the MoA II Testbed Project and describes the content and objectives of the report; (2) Part 1, "Project Background," describes the history of the project and outlines the activities to be undertaken during each of the three phases (i.e., planning, research and production, and dissemination); (3) Part 2, "The MoA II Digital Library Service Model," reviews the technical details of the model for digital library objects and briefly describes the three layers of the project--services, tools, and digital library objects; and (4) Part 3, "Implementing the Service Model," discusses the use of tools in the digital library, presents an overview of structural and administrative metadata, and provides recommendations for the collection of metadata. (Contains 26 references.) (MES)

ED 437 982 IR 057 633

Stambaugh, Laine, Comp.; Gomez, Joni, Comp.
Library Support Staff Position Classification Studies. SPEC Kit 252.
PUB DATE- 99
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Classification; Foreign Countries; Higher Education; *Job Analysis; Library Associations; Library Surveys; *Library Technicians; *Occupational Information; Questionnaires; *Research Libraries
IDENTIFIERS- Association of Research Libraries; Canada; United States

This survey of Association of Research Libraries (ARL) members gathered data on library support staff classification specifications in ARL libraries, the process for classifying these positions, and salary and title comparisons with similar positions outside of the library. It also asked when the last classification study was performed within the library, what triggered the process, which was involved, and what the results of the classification study were in both economic and human terms. A copy of tabulated results from the questionnaire is included. Representative documents include job descriptions/specifications from the University of Alabama, University of British Columbia, University of Maryland, Massachusetts Institute of Technology, University of Oregon, University of Saskatchewan, University of Virginia, University of Washington, and Washington University-St. Louis (Missouri). Contains selected resources, including books, journal articles, and World Wide Web sites. (MES)

Cultural Studies; *Cultural Context; Curriculum Development; Editing; Film Criticism; *Film Production; *Film Study; Higher Education; Instructional Design; Japanese; Learning Modules; Resource Materials; Teaching Guides

This curriculum module offers concrete and specific examples for instructors who wish to integrate the films of Yasujiro Ozu of Japan and Zhang Yimou from China into film studies courses. Through this module, students should learn to compare and contrast conventional screen space, color, and editing to alternative forms. By becoming more familiar with Asian examples of film making, students should be able to articulate, discuss critically, and demonstrate the differences between Hollywood and alternative Asian styles. Included in this module is a list for audiovisual support and resources, step by step instructions for time allocation, goals and student objectives and content and teaching strategies. Pre-test and post-test assessments are provided along with discussion questions and additional activities. A detailed annotated bibliography provides a rich review of books on Asian film and cultural negotiation. Two appendices include comparative information and illustrations contrasting traditional film making to Asian models. (Contains 32 references.) (AF)

ED 438 003 JC 000 147

Abou-Sayf, Frank
Report on the Results of the 1999 Faculty Institutional Survey.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *College Faculty; Community Colleges; Faculty College Relationship; Institutional Research; Personnel; Questionnaires; *Satisfaction; Tables (Data); Teacher Surveys; Teaching Conditions; Two Year Colleges
IDENTIFIERS- University of Hawaii Kapiolani Community College

The Faculty Institutional Survey was conducted in 1999 to assess the opinions and satisfaction of members of the Kapiolani Community College faculty. In addition to biographical information, the survey includes satisfaction questions divided into nine sections: academic quality, facilities and equipment, faculty involvement, leadership, personnel policies, professional climate, student characteristics, support services, and overall satisfaction. All questions were scored on a scale of 1 to 4, where 1 represents "very dissatisfied" and 4 represents "very satisfied." The response rate was 39.6 percent. Sixty-five percent of the respondents were female and eighty-four percent were full-time. Responses were categorized by discipline: Business Education, Food Service and Hospitality Education (FSHE), Health, Nursing, and Liberal Arts. The total average rating from the entire survey was 2.70. FSHE and Nursing faculty perceived the institution more favorably than other faculty, and Business Education faculty perceived it the least favorably. There was no difference between full- and part-time faculty in terms of satisfaction, although satisfaction decreased with years of employment. Faculty were most satisfied with academic quality (2.92) and support services (2.91) and least satisfied with student characteristics (2.35) and personnel policies (2.43). Total faculty satisfaction was lower than in previous surveys from 1991, 1993, and 1996. Report sections include: executive summary, background, results, and employment success of former inmates who participated in the program should be studied. (KC)

ED 437 514   CE 079 584

Rogers, Curtis R.
A Review and Analysis of the Ayurvedic Institute's Ayurvedic Studies Program.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Adult Education; *Cultural Education; Educational Objectives; *Educational Philosophy; *Educational Principles; *Health Education; Higher Education; Models; Private Schools; *Program Development; Program Effectiveness; Teacher Student Relationship
IDENTIFIERS- New Mexico; *Nontraditional Medicine

The Ayurvedic Institute, which has been licensed as a private institution of higher education in New Mexico since 1994, offers training in the traditional therapy of East Indian Ayurveda, which includes the use of herbs, nutrition, panchakarma cleansing, and accupressure massage. The institute also offers training in the related disciplines of Ayurveda: Sanskrit, Yoga, and Jyotish (Vedic astrology). The institute's Ayurvedic studies program, which is the foundation of all its educational programs, consists of three academic courses: "Introduction to Philosophy and Theory of Ayurveda," "Introduction to Clinical Assessment," and "Introduction to Management of Disorders." Together, these courses entail approximately 700 hours of classroom instruction over 1 academic year and culminate in a certification of program completion. The courses are based on the Vedic educational model, which is based on using the self and a complete understanding of the self to transfer knowledge from teacher to student and which involves the use of practical examples, ceremonies, and stories. According to the institute's assessment criteria, which are described as a "blend of approximately 50% quantitative and 50% qualitative program analysis," its programs are successful in helping students who want to reach the goal of making Ayurveda a way of life. (Contains 10 references.) (MN)

ED 437 515   CE 079 585

Utilization of Education by Maryland's Welfare Customers.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Students; Community Colleges; *Education Work Relationship; Educational Needs; *Educational Opportunities; Government School Relationship; Postsecondary Education; Program Effectiveness; Program Implementation; Secondary Education; *State Programs; Vocational Education; *Welfare Recipients
IDENTIFIERS- *Maryland

Research was conducted on the use of education services by welfare recipients in Maryland through surveying local departments of social services and using university research departments. Information was sought on the following: the

International Cooperation; International Educational Exchange; Labor Force Development; Needs Assessment; *Partnerships in Education; Policy Formation; Position Papers; Postsecondary Education; *School Business Relationship; Secondary Education; Teacher Education; Trend Analysis; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Europe (East Central); *European Union

Five areas essential to developing partnerships between the education systems and economies of the countries of Central and Eastern Europe were analyzed: (1) state and social partner roles in supporting links between education/training and the economy; (2) contribution of the world of work to education and training; (3) education/training to underpin economic growth processes; (4) supporting people at the interface between education/training and work; and (5) role of teacher training in linking education/training and the economy. Selected conclusions of the analysis were as follows: (1) correlation of human resource development strategies and employment strategies is essential to enlargement of the European Union; (2) the state should provide the policy and legislative framework to support links between education and the economy; (3) the economy should increasingly contribute to training so that training can become more responsive to labor market needs; (4) promotion of entrepreneurial skills, qualification of the work force by targeting continuing training, and promotion of regional development by tertiary educational institutions are important in promoting growth through education and training; (5) support of the transition from education/training to work must be improved; and (6) teachers' and trainers' capabilities to make learning relevant to labor market needs should be strengthened. (MN)

ED 437 533 CE 079 609

Kirk, James J.; Clark-Hayes, Glenda; Linsenmayer, Amy
A Mini Assessment Center in the Giving and Receiving of Feedback.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Administrator Role; Adults; Assessment Centers (Personnel); *Feedback; Learning Activities; Management Development; *On the Job Training; *Personnel Evaluation; Role Playing

In a brief introduction, this article calls giving and receiving feedback one of the most important skills a manager can possess, defines feedback, provides examples of giving and receiving feedback, highlights the importance and benefits of good feedback, and directs the reader to nine selected feedback resources on the World Wide Web. The second part of the article contains a short mini-assessment center activity intended as a feedback-learning simulation. Instructions for using the 32-minute activity, along with the necessary scenarios and feedback evaluation sheets, are included. The activity is intended for any group of supervisors or team members. (Author/KC)

ED 437 534 CE 079 612

Stevens, Paul
Gaining Commitment To Change through Career Coaching.

ED 437 551 CE 079 633

Practices in Work-Based Learning.
PUB DATE- 98
NOTE- 166p.; For a related document, see CE 079 634.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Apprenticeships; Career Education; *Education Work Relationship; *Educational Practices; Postsecondary Education; Program Development; Program Implementation; Secondary Education; State Curriculum Guides; *State Programs; *Work Experience Programs
IDENTIFIERS- *New Hampshire

This guide is a tool to assist educators in the development of high-quality work-based learning sites in New Hampshire as part of the state's school-to-work program. The guide is divided into two sections. The first section, Common Elements of Work-Based Learning, provides information and guidelines for addressing program design issues for all varieties of work-based learning strategies. This section includes the following topics: roles of key players; program planning suggestions; providing guidance and training for staff; recruiting, orienting, and supporting business and community partners; orienting and supporting students; orienting and supporting parents; connecting work and learning; and determining what is working. The second section, Strategies for Five Work-Based Learning Experiences, provides the essential elements of five different work-based learning strategies: industry and community tours, job shadows, service-learning, internships, and registered youth apprenticeships. Except for the registered youth apprenticeship that defines specific guidelines required by the state, each strategy includes the following information: definition of the particular work-based learning strategy; description of the purpose; roles of key players; description of planning tasks specifically related to the strategy; state of New Hampshire regulations; examples for connecting work and learning in the classroom; and an "in-practice" example drawn from the experiences of New Hampshire schools. Appendixes contain the following: lists of national, state, regional, and local work-based learning resources; state health, safety, and liability information; and a glossary. (KC)

ED 437 552 CE 079 634

Practices in Work-Based and School-Based Learning for Business and Community Partners.
PUB DATE- 99
NOTE- 47p.; For a related document, see CE 079 633.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Apprenticeships; Career Education; *Education Work Relationship; *Educational Practices; Inservice Teacher Education; Models; On the Job Training; Postsecondary Education; Program Development; Program Implementation; Secondary Education; State Curriculum Guides; *State Programs;

Applicants; Financial Services; Higher Education; Paying for College; Student Financial Aid; *Training Allowances; *Veterans Education
IDENTIFIERS- Higher Education Act Title IV; *Taxpayer Relief Act 1997

Some students receiving financial assistance for their education from the Department of Veterans Affairs (VA) may not also be eligible for tax benefits for education under the Taxpayer Relief Act of 1997 (P.L. 105-34). For students to be eligible for the tax benefits, they must have incurred their educational expenses at schools eligible to participate in federal student aid programs under Title IV of the Higher Education Act of 1965 (certified by the Department of Education), and their expenses must exceed their VA allowance. Schools with VA-approved courses in Indiana, Texas, and Virginia were examined in order to determine the major differences between the VA process of approving courses of study and the Department of Education's process of certifying schools. The study also sought to determine how many students and schools could be affected by expanding eligibility for educational tax benefits to include schools that the Department of Education does not now certify. The study found that, for the 3 states reviewed, 344 students (2.3%) of the 14,982 students receiving VA assistance attended 83 schools that the Department of Education had not certified and were therefore not eligible to participate in education tax benefit programs. If eligibility were extended to these uncertified schools, 65 of the 344 students could potentially qualify for education tax benefits. These 65 students, enrolled in 11 schools, were also potentially eligible for tax benefits because it was estimated that their tuition and fees exceeded their VA education assistance. It could not be determined whether the schools and students in the three states were representative of all schools and students involved in the issues throughout the country. (KC)

ED 437 572 CE 079 663

Fried, Stephen B.; Mehrotra, Chandra M.
Teaching Diversity and Aging through Active Learning Strategies: An Annotated Bibliography.
PUB DATE- 00
NOTE- 21p.; Supported in part by a Lilly Foundation grant on diversity in education to Park College.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Active Learning; Adult Education; *Aging Education; *Aging (Individuals); Annotated Bibliographies; Citations (References); Classroom Techniques; Continuing Education; *Cultural Pluralism; Family Caregivers; Health Education; *Learning Activities; *Older Adults; Older Workers; Preretirement Education; Retirement

Covering 10 topical areas, this annotated bibliography offers a guide to journal articles, book chapters, monographs, and books useful for teaching diversity and aging through active learning. Active learning experiences may help expand students' awareness of elements of their own diversity, broaden their world view, and enhance their culturally relevant skills. Annotated entries on the following topics are included: (1) general references on aging and diversity (15 references); (2) ageism (10 references); (3) research methods (4 references); (4) psychological aging (10 references); (5) health issues (7 references); (6) sexuality (3 references); (7) caregiving (12

NOTE- 511p.; Contributions by Thomas A. Dodson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132),Reports - Research/Technical (143)
DESCRIPTORS- Counseling Psychology; Counselor Certification; *Counselor Educators; *Counselor Training; *Profiles; Program Content; *Program Descriptions; Program Guides; Reference Materials; *Trend Analysis
IDENTIFIERS- *Counselor Supervisors; *National Board for Certified Counselors

To help educators, students, employers, and administrators of programs stay abreast of program changes, details of counseling programs across the United States are provided in this text. It is part of a longitudinal study in which a snapshot is taken every three years of counselor preparation programs. The nine preceding studies on counselor preparation formed the basic outline for the research design and data sources for the tenth study. Ultimately, 542 academic departments were identified as meeting the criteria of having a counselor education program and have been included in the study. These departments responded to requests for detailed information about the faculty, the administrative unit, and programs offered. National Board of Certified Counselors (NBCC) certified counselors are identified by institutions in an effort to denote programs whose faculty recognize themselves as counseling professionals. In addition to listing faculty by name, the text gives detailed information on each separate program, degree offered, accreditation held (if any), departmental addresses and telephone numbers, admission and graduation requirements, number of students admitted and graduating annually, clinical experience required in clock hours, placement settings of graduates, and unique features of each program. Using a statistical treatment of the aforementioned data, the book also interprets the status and probable trends of preparation programs within each counseling specialty. Also considered are the current emphases within the counseling field, and the ways in which these factors are being reflected within counselor education settings. Includes a subject index and a faculty index. (GCP)

ED 437 592   CG 029 741

DuPont, Norman C.
Update on Emotional Competency: Helping To Prepare Our Youth To Become Effective Adults.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Children; *Competency Based Education; *Educational Objectives; *Emotional Development; Empathy; High Risk Students; Interpersonal Competence; Mental Health; Self Management; Self Motivation; *Skill Development
IDENTIFIERS- *Emotional Intelligence; Rhode Island; Self Awareness; Self Regulation

This report is one in a continuing series of progress reports on the effort to increase the general level of emotional competency in the state of Rhode Island. This initiative, involving several departments of state government and other agencies comprising the Rhode Island Emotional Competency Partnership, is being targeted at various segments of the quick answers to pressing learning problems; easy practice activities for basic skills; common language explanations; and step-by-step guidance to engage children in active learning. (RS)

ED 437 612 CS 013 823

Smith, Carl B.
Creating Life-Long Readers: A Practical Guide for Parents and Tutors.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 85p.; For other titles in the Helping Children To Learn Series, see CS 013 820-822.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Childrens Literature; Critical Thinking; Early Childhood Education; Learning Activities; Parents as Teachers; Phonics; *Reading Aloud to Others; *Reading Attitudes; Reading Comprehension; *Reading Interests; *Reading Material Selection

This book examines ways parents can use their child's interests to develop positive reading attitudes, read aloud to their child, and select books for children--with the goal of developing life-long readers. The first chapter, Creating Interest and Positive Attitudes, discusses developing an early interest in reading, the "language story" approach, interest inventory, motivating positive attitudes, and steps for developing attitudes. The second chapter, The Value of Reading Aloud, addresses taking a conversational tone, good literature gives perspective, making reading aloud interactive, and choosing a book and doing it. The third chapter lists 46 read-aloud books for preschoolers, and over 200 read-aloud books for kindergarten through grade 6. The fourth chapter, Selecting Books for Children, discusses choice of books, books in specific areas of interest, books for different ages, and expanding children's interests. Based on the self-directed learner philosophy, this book and the others in the series provide: essential comprehension techniques; basic vocabulary and phonics skills; clear guidelines for efficient study; critical thinking frameworks; and activities that lead to becoming a self-directed learner. Each book in the series also provides quick answers to pressing learning problems; easy practice activities for basic skills; common language explanations; and step-by-step guidance to engage children in active learning. (RS)

ED 437 613 CS 013 825

Hammond, W. Dorsey, Ed.; Raphael, Taffy E., Ed.
Early Literacy Instruction for the New Millennium.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Beginning Reading; *Family School Relationship;

DESCRIPTORS- Elementary Education; Instructional Effectiveness; *Reading Instruction; Reading Motivation; *Reading Strategies; Teamwork; *Tutoring; *Tutors; *Volunteers

IDENTIFIERS- *America Reads Challenge; *Tutor Role

Responding to the America Reads Challenge and the increasing emphasis on using volunteer tutors to help all children learn to read, the activities and suggestions in this easy-to-use book are from the journal "The Reading Teacher" and are classroom tested. It provides instructional tips for teachers and tutors who are collaboratively developing volunteer tutoring programs for struggling readers in the early grades. Illustrations throughout the book indicate in what part of the tutoring session each strategy is most helpful. Sections in the book include: (1) Motivating Readers (presents general principles that develop motivation); (2) Storybook Reading (gives procedures for reading storybooks with children); (3) Reading Together and Rereading (presents methods of promoting reading fluency); (4) Figuring Out Words (describes multiple strategies to help children think about and figure out difficult words); (5) Supporting Understanding (presents methods of supporting understanding); and (6) Frameworks for Tutoring Young Children to Read (describes other tutoring programs). (Contains 31 references.) (NKA)

ED 437 634   CS 013 847

Berger, Allen

Handbook for Preparing for an International Reading Association (IRA)/ National Council for Accreditation of Teacher Education (NCATE) Program Review in Reading.

PUB DATE- 98

NOTE- 55p.; See CS 013 827 for the companion volume, Standards for Reading Professionals.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); Elementary Secondary Education; *Knowledge Base for Teaching; Program Development; Program Evaluation; *Reading; *Reading Teachers; Teacher Education

IDENTIFIERS- Accreditation Standards; International Reading Association; National Council for Accreditation of Teacher Educ; *Program Review

This handbook, a companion to the revised vision of the "Standards for Reading Professionals" (1998), published by the International Reading Association (IRA), provides vital information to those preparing programs for any or all of the three kinds of reading professionals: reading specialists, reading coordinators (including consultants and supervisors), and teacher educators. The 1998 "Standards" contains useful information about the knowledge base in reading education, role descriptions of reading professionals, and a matrix of competencies. The handbook first provides information about the accreditation organizations, and about the development of the handbook by the IRA. The handbook's chapters are: (1) Getting Started; (2) Working Matrix for Reading Professionals; and (3) The Four Parts of a Program in More Detail. Appendixes then offer the following: suggestions for meeting selected competencies; program cover sheet; program information sheet; professional associations' response to institutional program; rejoinder cover sheet; 5-year review cover sheet; professional

Communication; *Computer Networks; English Instruction; Graduate Study; Professional Development; Two Year colleges; *Writing Instruction; *Writing Teachers
IDENTIFIERS- *Computer Assisted Writing; San Francisco State University CA; *Wide Area Networks

"Computers and the Teaching of Composition," a graduate course for community college writing teachers taught at San Francisco State University, has two related objectives: to improve writing instruction and to teach writing teachers how computer-mediated writing tools and strategies can help provide students with powerful resources for writing in the academy and beyond. One of the focuses of the course is to introduce teachers to the vast world of wide area networks. Writing instruction in networked computer classrooms may have considerable advantages. The classroom dynamic seems better--less teacher-dominated and authoritarian, more exploratory, dynamic, energetic, and communal. On-line discussions seem to be more egalitarian; women and minorities appear to participate more frequently. The decision was made to introduce the teachers immediately to the wide area network by connecting to what is called "the InterClass," an on-line classroom conducted at three universities with three teachers and multiple guest participants. During the Spring of 1993, Computers and the Teaching of Composition became the first graduate English class in the country to connect with two other classes in this way. While InterClass participants could write to everyone using the InterClass list, they soon realized they could also write only to select individuals by sending messages to individual addresses. Participants discussed an incredible range of topics in the course of the semester, from women's speech apprehension in class to the advantages and disadvantages of networked writing classrooms. (Contains 11 references.) (NKA)

ED 437 656 CS 216 974

Holmsten, Vicki
Report from the Invisible: A Teacher-Research Project in Evaluation in a Community College Basic Writing Classroom.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; College Instruction; Community Colleges; Cultural Pluralism; *High Risk Students; Remedial Instruction; *Student Role; Two Year Colleges; *Writing Strategies; *Writing Teachers
IDENTIFIERS- *Course Development; *Student Self Report; Writing Contexts; Writing Motivation

This study considered the problem of evaluation--"how do we know when a student is ready to move into the regular college writing classroom." The subjects were culturally diverse students in a basic writing course at San Juan College in Farmington, New Mexico. Findings suggest that: (1) students in the course do not fit neatly into any of the expected remedial categories; (2) students deal with questions of cultural heritage in their own terms; (3) integration of evaluation helped students focus on their needs within the course; (4) teacher-student individual conference time is integral to

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavioral Science Research; Higher Education; *Homosexuality; *Human Relations; *Interaction; *Interpersonal Relationship; Research Needs; Social Cognition

IDENTIFIERS- *Homosexual Couples; Relationship Quality; Research Suggestions

This paper addresses the need for gay and lesbian relationship research and theory and some of the directions such research and theory might take. It suggests academic research into gay and lesbian relationships is needed because these relationships are a fact of modern life and are different from heterosexual relationships, and because such research and theory is prerequisite to advice, remediation, and/or intervention and will contribute to relationship understanding as a whole. Socio-political needs for research and theory are based on legitimization and the ability to use knowledge to lessen fear and discrimination and to secure equitable rights. The paper concludes that research directions might include: (1) application of heterosexual relationship study approaches to homosexual relationships; (2) examination of patterns of relationship development in gay and lesbian couples; (3) workplace studies and discrimination; (4) violence; (5) exploration of cultural influences and attitudes toward gay and lesbian relationships; (6) the role of friendship; (7) erasing stereotypes, particularly in relation to social and political consequences; and (8) identification of advantages and disadvantages of affectional orientation self-disclosure. (Contains 31 references.) (EF)

ED 437 678 CS 510 203

Wiethoff, Carolyn

Roll Call Questions To Enhance In-Class Presentations.

PUB DATE- 99

NOTE- 7p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Activities; Classroom Environment; *Discussion (Teaching Technique); Higher Education; Learning Activities; *Questioning Techniques; *Speech Communication; *Student Participation

IDENTIFIERS- Oral Presentations

This paper outlines an activity which is designed to make students comfortable speaking in the classroom environment. The paper states that, used properly, the activity is also an introduction to each day's course topic, and it encourages students to think about and report their own life experiences that illustrate a core construct from the day's learning objectives. After the paper gives the purpose of the activity, it describes the activity and provides 12 suggestions for its implementation. The paper then offers some potential questions which can facilitate discussion among students in a public speaking class. (NKA)

ED 437 679 CS 510 204

Pintoff, Ernest

Reflections from the Classroom on the Effects of Computer-Assisted Instruction on the Teaching-Learning Process.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, IL, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; Instructional Effectiveness; Introductory Courses; Qualitative Research; *Teacher Behavior; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Communication Behavior

The push to integrate computer-assisted instruction in the curriculum is a phenomenon experienced by many teachers at all levels of instruction. However, questions remain unanswered regarding the effect that such technology will have on both the communicative instructional style of the teacher and on the learning process of the students. To initiate dialogue for the intent of exploring the complexity of the interaction of technology in schools, this qualitative case study explores the outcomes of computer-assisted instruction on the dynamics of the teaching-learning process in an introductory statistics course at a small private liberal arts university. Results from the data, based on two observations and interviews with students and their instructor, suggest several implications. First, computer-assisted instruction positively affects students' ability to comprehend statistical concepts. Secondly, the teacher's role is not perceived as an adjunct to computer-assisted instruction; rather it is viewed as an essential element of the teaching process. Thirdly, student pre-post attitudes about the subject of statistics remain unchanged, even with assistance from the computer program. Finally, the use of the computer-assisted program does affect the dynamics of the classroom in that students are more engaged with the subject matter and interact more freely with each other. Based on these findings, two recommendations for future research are suggested: an exploration of the effects of a computer-assisted program designated as a tutor versus one that is classified as a tool, and a further examination of pedagogical issues about the juxtaposition of instructor and computer-assisted instruction. (Contain 20 references.) (Author/RS)

ED 437 701 CS 510 228

Benoit, William L.
Let's Put "Debate" into "Presidential Debates."
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago IL, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; *Presidential Campaigns (United States)

Presidential debates come in all shapes and sizes. The presence and length of opening statements and closing remarks, the opportunity and length of rebuttal, the nature of the questioner, and other factors have created a bewildering an increasingly significant contribution to the consideration of educational issues. White Papers, Green Papers, policy documents, and interactive ministerial sites, all with an obvious forward-planning dimension, have given rise to widespread public debate, prompting extensive participation by players and interest groups in the field of education. While the areas of competence that are frequently associated with forward planning (planning, evaluation, statistical projections) are set within a relatively closed and circumscribed milieu--a phenomenon easily explained by the nature and technical complexity of these approaches--discussions of long-range planning issues are often extended to a wider group and are sometimes the focus of public debate. One of the major advantages of forward planning is to serve simultaneously as a vehicle for consultation, public debate, and even mobilization around such objectives. Freed from the pressure of immediate implementation, discussion focused on forward planning encourages dialogue that is more dispassionate when considering questions of central importance to society. Three annexes contain summary table of national data, studies and analyses published in the member states, and questionnaire for background paper. (RJM)

ED 437 721 EA 030 200

Haberman, Murray J.
A Double-Headed System: A History of K-12 Governance in California and Options for Restructuring. In a Response to a Request by Senator Dede Alpert.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Educational Administration; Educational Assessment; *Educational Change; *Educational History; Elementary Secondary Education; *Governance; Instructional Leadership
IDENTIFIERS- *California

This paper presents a history of California's offices of the Superintendent of Public Instruction, State Board of Education, and Secretary of Education by tracing the creation and development of these respective authorities. It discusses the origins of these offices, from the drafting of California's first constitution through the present day, and describes how current statutes do not clearly define these offices' functional responsibilities, creating a lack of clarity that has led to conflict. It opens with the creation of the position of the Superintendent of Public Instruction in 1849 and debates on whether this should be an elected or appointed position. Some of the highlights covered in the history include the constitutional basis for the State Board of Education, the creation of the position of the Secretary of Child Development and Education, and interpretation of the state board's authority. The report also examines governance models used in other states and proposes alternative governance structures. It describes the move toward centralization, the selection of the state board of education, and the appointment of the Chief State School Officer. The paper offers options for restructuring the governance and administration of K-12 education. Four appendices provide ballot arguments for and against various constitutional amendments. (Contains 25 references.) (RJM) to learn more about the difficulties and challenges schools face. To meet these concerns, a series of case studies were used to look at changes over a 5-year period in a wide range of schools that faced different challenges. Some of the schools served disadvantaged communities, whereas others occupied more affluent suburbs. The volume is divided into three parts. Part 1 focuses on frameworks and assumptions and the need to improve debate and provide a context for judging school improvement. Part 2 presents case studies of eight schools in the process of change. These case studies highlight the difficulties encountered as schools tried to discard traditional assumptions, how schools can improve without sensational tactics, the difference that effective leadership can make, and the factors that can motivate teachers to embrace change. The last part describes patterns of change, starting points for change, and ways to build for improvement. (Contains name and subject indexes and approximately 140 references.) (RJM)

ED 437 741 EA 030 226

McCall, H. Carl
Briefing Paper on: School District Data Issues.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Analysis; *Data Collection; Elementary Secondary Education; *Recordkeeping; *Records Management; *Reliability; School Districts
IDENTIFIERS- *New York

This report summarizes efforts by the state of New York to ensure the accuracy and integrity of data reported by school districts. The Office of the State Comptroller (OSC) has taken the lead in reviewing these data, focusing on the uses of attendance and enrollment data and making recommendations for improvement in state systems and local practices. Recent investigative reports described serious problems with educational data reported by the New York City school system, including incidents of fraud and abuse. These reports support findings in OSC audits and reinforce the need to improve procedures and internal controls for school-district data. School district data submissions provide the information used in the state's school district "report cards" and other statewide reports that evaluate school performance and provide accountability. The lack of adequate controls of these data is important as a matter of accountability, but also in regard to compulsory attendance laws. The report provides a summary of two audits and a followup review of district data, along with recommended changes in procedures. The recommendations encompass a broad range of data-integrity issues and provide a comprehensive framework for improvement. An appendix contains information on the impact of attendance and enrollment on state-aid payments. (RJM)

ED 437 742 EA 030 480

Wirt, John; Choy, Susan; Gruner, Allison; Sable, Jennifer; Tobin, Richard; Bae, Yupin; Sexton, Jim; Stennett, Janis; Watanabe, Satoshi; Zill, Nicholas; West, Jerry; Denton, Kristin; Pratt, Rebecca, Ed.
The Condition of Education, 2000.
PUB DATE- 00

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Diagnosis; Communication Skills; Cultural Differences; *Deafness; *Decision Making; Elementary Education; Elementary School Students; *Inclusive Schools; Influences; Interviews; Mothers; *Parent Attitudes; Preschool Children; Preschool Education; Satisfaction; *Sign Language; *Student Placement; Young Children
IDENTIFIERS- *Deaf Culture

In this study, four hearing mothers with deaf children (ages 3-10) were interviewed about the process of choosing a mode of communication and school placement for their children. All of the children attended local public schools. The mothers' responses were examined in order to identify any common factors that contributed to the choice of public school placement rather than residential school placement, and common factors that indicated level of satisfaction with placement and communication mode. Results indicated a recurring theme of conflict, particularly in three major areas relevant to the deaf child: (1) the grieving process; (2) the cultural versus medical view of deafness; and (3) the school system. Results further indicated that the primary factor influencing decisions about school placement was location, and the child's apparent strengths were the leading factors in the choice of communication mode. All of the mothers were cautiously satisfied with the placement of their child, but were not against change if something better came along. The fundamental goals the mothers had for their children were for them to be able to make their own decisions about what they want to do in the future. (Contains 38 references.) (CR)

ED 437 760 EC 307 608

Holmes, Julie A.
The Least Restrictive Environment: Is Inclusion Best for All Special Needs Students?
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, Alabama, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Accommodations (Disabilities); Case Studies; Classroom Techniques; *Disabilities; *Educational Change; Elementary Education; *Inclusive Schools; *Knowledge Base for Teaching; Mainstreaming; Pilot Projects; Resistance to Change; Resource Room Programs; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Louisiana

This report discusses the outcomes of an intrinsic case study of the implementation of inclusion in a North Louisiana parish and the placement of special needs students within this parish. The case study was undertaken in an attempt to better understand the meaning and effect of the experience of teaching in an inclusive setting and of the placement decisions made for special needs students. Data were collected by means of reflective journals, review of documents, and interviews with teachers and administrators in the five elementary schools in the parish who participated in inclusion classrooms during the 1998/1999 school year. Four of the schools piloted inclusive classes at selected grade levels. One of the schools contained systems, infrared systems, and comparison between FM and infrared systems); (4) other assistive listening systems (induction loop systems, dove-tail systems, hardware systems, audiovisual amplification, cochlear implants, and telephones); (5) choice of assistive listening devices; (6) training; (7) campus roles and responsibilities concerning assistive listening devices; (8) assistive listening device maintenance and repair; (9) legal and safety considerations; (10) organizational resources; and (11) laws and regulations. (Contains 19 references, and an appendix on communication tips for instructors of students with assistive listening devices.) (DB)

ED 437 777 EC 307 625

Hastings, Donald; Brecklein, Kim; Cermak, Sandy; Reynolds, Rondalyn; Rosen, Harlene; Wilson, Jimmie
Notetaking for Deaf and Hard of Hearing Students: A Report of the National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Association on Higher Education and Disability.
PUB DATE- 97
NOTE- 21p.; Also sponsored by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). Distributed in collaboration with the Postsecondary Education Programs Network (PEPNet).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Ancillary School Services; Deafness; *Delivery Systems; Educational Legislation; Educational Policy; Ethics; *Hearing Impairments; Higher Education; Listening; *Notetaking; Paraprofessional School Personnel; Partial Hearing; *Student Personnel Services; Technology; Training Methods

This report examines needs for notetaking services by deaf or hard of hearing students at the postsecondary level and ways of providing these services. It discusses training, supervision, the responsibilities of those involved in provision of notetaking services, and policies and procedures for providing useful and efficient notetaking services. Individual sections address the following topics: (1) listening and the process of good notetaking; (2) general suggestions for individuals taking notes for deaf and hard of hearing students; (3) what to look for in a good notetaker; (4) the notetaker code of ethics; (5) policies regarding the notetaking process; (6) training notetakers; (7) role of the notetaker coordinator; (7) planning for notetaking; (8) paid versus volunteer notetaking; (9) responsibilities of students who use notetaking services; (10) faculty responsibilities; (11) applications of technology in notetaking; (12) other technologies; and (13) laws and regulations. Appendices include a sample notetaker code of ethics, a notetaking application rating form, and a form for evaluating notes. (Contains 13 references.) (DB)

ED 437 778 EC 307 626

Gubbins, E. Jean, Ed.; Siegle, Del, Ed.
The National Research Center on the Gifted and Talented (NRC/GT)

program structures. Each workshop features the following information: the workshop purpose, overview, and objectives; an agenda; materials and equipment needed to conduct the workshop; resources used to develop the workshop; content for each topic on the agenda; and overhead and handout masters. (Individual sections contain references.) (DB)

ED 437 796 EC 307 646

Martin, James E.; Kohler, Paula D.
Transition from School to Life: 16 Classes. A Complete University Course for Special Educators.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 278p.; For related project documents, see EC 307 645-647.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agency Cooperation; Career Education; Delivery Systems; *Disabilities; *Education Work Relationship; Family Involvement; Higher Education; Models; Preservice Teacher Education; Program Development; Secondary Education; Self Determination; Student Centered Curriculum; Student Development; *Theory Practice Relationship; *Transitional Programs

This document presents all necessary materials for a complete course at the university level on the transition of students with disabilities from school to adult life. It includes an instructor's guide, a class syllabus, and 16 class lessons. The course is based on the "Taxonomy for Transition Programming," a model of effective transition practices developed through a review of transition-related research and exemplary transition programs. Early class lessons provide an overview of research findings about the postschool outcomes of students with disabilities, and introduce the "Taxonomy" as a model for planning, implementing, and evaluating transition-focused education. Subsequent class lessons focus on content directly related to the model's five practice categories: (1) student-focused planning, (2) student development, (3) interagency collaboration, (4) family involvement, and (5) program structures. Each lesson features readings, discussion, and activities related to the specific practice category. Self-determination for students is stressed throughout the curriculum. Overhead and handout masters are also included. (Individual sections contain references.) (DB)

ED 437 797 EC 307 647

Kohler, Paula D.; VanBeaver, Susan M.
Transition from School to Life: A Directory of Products and Materials for Professional Development.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 204p.; For related project documents, see EC 307 645-646.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Classification; *Disabilities; *Education Work Relationship; Educational Practices; Instructional Materials; Models; Postsecondary Education; *Professional Development; Secondary Education; Special Education; Teacher Education;

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Check Lists; *Community Development; *Community Involvement; *Community Planning; Decision Making; Questionnaires; Rural Development; Urban Planning

The Community Design movement advocates that mismanagement of the physical environment is a major factor contributing to social and economic ills of a community. This book provides the proven tools and techniques for bringing community members into the community design process successfully and productively. It offers 15 case studies chronicling community design projects around the world; provides coverage of educational, housing, and urban and rural environments; describes proven and culture-neutral approaches to educating participants in their design options and the consequences of their choices; and presents checklists, worksheets, questionnaires, and other tools to assist in the community design effort. The information provided emphasizes the participatory process and the specific techniques applied to each project, including the stages of participation, who should participate, and the consequences of participation. (Contains 173 references.) (GR)

ED 437 819 EF 005 662

Schools' Environmental Assessment Methods (SEAM). Building Bulletin 83.
PUB DATE- 96
NOTE- 38p.; Colored photographs may not reproduce clearly. Additional assistance provided by the Society of Chief Electrical and Mechanical Engineers.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Air Pollution; *Classroom Environment; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Hazardous Materials; *Problem Solving; *Public Schools; *School Safety; Water Quality
IDENTIFIERS- England

Responding to the need for users of schools to use their buildings in a way that creates a better internal environment for children and reduces harm to the environment, this document lists the environmental issues that need to be addressed and the corrective recommendations that designers and administrators can apply. Environmental issues cover such areas as sources of noxious fumes, water and air quality, lead-free paint, recycling and waste disposal, ventilation, lighting, energy management, and legionnaires' disease. The choices made in new school design will have a considerable effect on the environment for the life of the building. Existing school buildings will remain in use for many years to come, so it is imperative that they are as benign to the environment as possible. Fortunately, many steps exist to address both these situations. An appendix provides carbon dioxide rating calculations for new and existing schools. A list of non-governmental organizations involved in environmental health, and an environmental assessment summary sheet conclude the booklet. (GR)

Cooperative Learning; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; Foreign Countries; Grouping (Instructional Purposes); Models; Teaching Methods
IDENTIFIERS- Japan

This chapter is divided into four sections: What cooperative learning is; research; models of cooperative learning; and conclusion. Cooperative learning is defined as a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups, in which each learner is held accountable for his or her own learning, and is motivated to increase the learning of others. Each of the several key elements of cooperative education is discussed, including: positive interdependence (which includes positive goal, resource, reward, identity, role, and outside enemy interdependence); team formation; accountability; social skills; structures and structuring; distributed leadership; group autonomy; group processing; and face-to-face interaction. The research section provides a brief overview of the research comparing and contrasting cooperative learning methods with competitive and individualistic learning, concluding that cooperative learning yielded superior outcomes. The five most common models of cooperative learning (the structural approach; group investigation; student team investigation; curriculum packages; learning together) are then briefly described. Teachers can choose one of the models described but may be better off adopting and adapting parts of several models to create their own model of cooperative learning that best fits their teaching style and situation. (Contains 23 references.) (KFT)

ED 437 841 FL 026 117

Johnson, David W.; Johnson, Roger T.
What Makes Cooperative Learning Work.
PUB DATE- 99
NOTE- 15p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; Grouping (Instructional Purposes); Instructional Innovation; Teaching Methods

This paper gives an introduction to cooperative learning (CL), providing a definition of what it is and is not (pseudo-learning groups, traditional classroom learning groups), discussing basic principles, describing two basic types of CL (formal and informal), and listing the benefits of CL suggested by previous research. In order to understand the power of cooperation, it is necessary to understand what is and is not cooperative effort, the types of cooperative learning, the five basic elements that make cooperation work (positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing), and the outcomes that result when cooperation is carefully structured (achievement, psychological health and social competence). While lessons may be structured competitively, individualistically, and cooperatively, cooperation has by far the most powerful and positive influence on instructional the participants. The content of this instruction includes health, transition to college, using libraries, obtaining college financial aid, note-taking, writing resumes, applying for jobs, visiting museums, preventing and dealing with domestic violence, and other subjects that may be relevant to participants' interests. This program specifically sought to address the lack of knowledge of home ownership opportunities and procedures while participants' concurrently learned and/or improved English reading, writing, and speaking communication skills. The goals of the project were to conduct classes at 12 sites consisting of 60 hours of instruction for at least 120 students over the course of 12 months, with an 80% successful completion rate. With due caution, the authors assert that this report relates specifically to the situation in El Paso, and that those wishing to imitate its success should be sure that any instruction is based in the contextual realities of a given community. (KFT)

ED 437 861 HE 032 622

Navarro, Richard A.
A Latino Perspective on International Initiatives in Higher Education. ISRI Occasional Paper No. 6. Latino Studies Series.
PUB DATE- 96
NOTE- 12p.; Paper originally presented at the Mexican Higher Education Seminar (Mexico, October 23-28, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Foreign Countries; Higher Education; *Hispanic Americans; Intercultural Programs; *International Programs; *Mexicans; Outreach Programs
IDENTIFIERS- Canada; *Latinos; *Mexico

This report highlights some of the programs that have been begun by and for Hispanic Americans, particularly in the field of higher education. Of particular interest are the cooperative efforts between the United States and Mexico in developing programs for the Latino population. Some of the programs include: the Julian Samora Research Institute; the Mexico-United States Consortium for Academic Cooperation; programs started by the University of Arizona; the University of Texas, El Paso; the California State University System; the North American Regional Academic Mobility Program; the Western Interstate Commission for Higher Education; the Mexican Association for International Education; the North American Forum; and the Mexican American Partnership. (JM)

ED 437 862 HE 032 623

Rochin, Refugio I.
Organizing for Survival: A Professor's Guide to Tenure and Increased Productivity. ISRI Occasional Paper No. 27. Latino Studies Series.
PUB DATE- 97
NOTE- 11p.; Paper originally presented at the Annual Scholars Roundtable of the Midwest Consortium for Latino Research (2nd, East Lansing, MI, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; *College Faculty; Higher Education; Organization; *Tenure

Transitional Programs
IDENTIFIERS- Student Handbooks; *University of Maryland College Park

This University of Maryland, College Park student handbook is intended as a reference to help academic achievement program (AAP) students successfully navigate the campus and the academic services available. Sections of the handbook cover the history, philosophy, and mission of the AAP; describe a summer transitional program; list the five program components students are required to complete during their two-year commitment to the program; encourage participation in study groups; define retention and grading policies; explain calculation of grade point average; and briefly review financial assistance programs available. The handbook also offers information on university library services, housing, dining, parking, safety and security, the university health center, student employment, recreation, religious centers, honors programs, research assistant programs, teaching assistantships, study abroad opportunities, the student judiciary, campus activities, and transportation and other university sites. Also included are a sample summer transitional program course list and summer and fall schedules, as well as student conduct codes and policies. Appendices include a campus map, a program participation agreement, descriptions of an academic support program for returning athletes, a post-baccalaureate achievement program, and support services available through an educational opportunity center. (CH)

ED 437 881 HE 032 753

Draft Cohort Default Rate Guide for FFEL Program and Direct Loan Program Loans, FY 1998.
PUB DATE- 00
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; *Federal Programs; Financial Aid Applicants; Higher Education; *Loan Default; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Department of Education; *Family Education Loan Program; *Federal Direct Student Loan Program

This publication is intended to help postsecondary schools understand draft cohort default rate data. It explains how the Department of Education calculates cohort default rates, the effect of cohort default rates, and how to read cohort default rate loan record detail reports. Also, it reviews electronic reports available from the Department of Education; explains how to submit draft data challenges and participation rate index challenges; defines the responsibilities of guaranty agencies; and helps schools understand replies received in response to their draft data challenges. Following an introduction, sections of the report cover general information (cohort default rates, effects of cohort default rates, loan record detail reports); management tools (electronic loan record detail reports and student repayment history reports); information on challenges (general information on challenges, draft data challenges, participation rate index challenge); and information for guaranty agencies on challenges (general information, participation rate challenge, monthly status reports, draft data challenge response). Appended are

EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; Computer Uses in Education; Educational Change; Educational Technology; Focus Groups; High Schools; Instructional Development; Instructional Innovation; Instructional Materials; Student Attitudes; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Iowa; *Technology Integration

This formative study is based on focus group interviews with nearly 200 teachers at 30 Iowa high schools during the spring of 1998. During the one-day site visits at each school, data was also collected from students, the principal, the technology coordinator (where available), and the district's technology plan. Teachers were asked about how they use technology, how they define technology integration, what motivates them to integrate technology, what barriers they face, how technology is changing teaching and learning, and what they believe the future holds for technology in education. Findings indicate Iowa teachers are progressing well with instructional technology integration. Iowa is ahead of the national average with most types of technology in the schools, including the ratio of students to computers. Teachers see computer technology as a tool to help them better accomplish their educational goals. The enthusiasm teachers have for learning is the biggest factor motivating them to integrate technology into the curriculum. Students are also enthusiastic about using technology, and teachers say this translates into increased learning of content for students. Teachers everywhere face difficult barriers as they attempt to integrate technology, including inadequate training, inadequate access to technology, and lack of time to learn and use technology. Despite barriers, technology makes it possible for teachers to become facilitators of learning rather than lecturers. Both teachers and students are taking more responsibility for their own learning, and there are more opportunities for individualized and hands-on learning. (Contains 72 references.) (AEF)

ED 437 903 IR 019 853

Schaidle, Dale
Enhancing Student Learning through Effective Technology Staff Development.
PUB DATE- 99
NOTE- 71p.; Masters Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Educational Technology; High Schools; Instructional Development; *Instructional Effectiveness; *Instructional Improvement; Problems; *Staff Development; Teaching Methods
IDENTIFIERS- *Technology Implementation; *Technology Integration

This report describes a program for infusing technology into the learning process in order to enhance student learning. The targeted population consisted of high school teachers and students in a middle class community in Illinois. The problems related to technology and learning were documented through data that indicated a need for technology that is correctly infused directly into the learning process. Analysis of probable cause data revealed that the use of technology in the learning process without proper orientation of learning principles led to technological oversimplification. Faculty reported student coordination of policies is advisable and where it might not be. The first section of this report presents the introductory comments by the participants as they worked to frame the issues for the roundtable. The findings of the following three working groups constitute the main body of the report: (1) Emerging Network and Enhanced Network Functionality, including local broadband access, the impact of legacy systems, lack of effective mechanisms to discuss global Internet-related policy issues that need clear resolution, other barriers, and recommendations for action; (2) Commercial Transactions and Electronic Commerce, including objectives of electronic commerce and recommendations for action; and (3) Content and Cultural Values, including basic principles, recommendations for action, content access, electronic public access, privacy, and intellectual property. A list of conference participants is appended. (MES)

ED 437 923 IR 019 886

Berinstein, Paula
The Statistical Handbook on Technology.
PUB DATE- 99
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Numerical/Quantitative Data (110)
DESCRIPTORS- Agriculture; Biotechnology; Business; Communications; Computers; Construction (Process); Consumer Science; Elementary Secondary Education; Energy; Environment; Glossaries; Law Enforcement; Libraries; Library Automation; Medicine; Military Science; Space; *Statistical Analysis; Tables (Data); *Technology; Transportation
IDENTIFIERS- Entertainment; Indicators

This volume tells stories about the tools we use, but these narratives are told in numbers rather than in words. Organized by various aspects of society, each chapter uses tables and statistics to examine everything from budgets, costs, sales, trade, employment, patents, prices, usage, access and consumption. In each chapter, each major topic is broken down into more specialized elements. The chapters are: (1) Basic Technology Indicators, including research and development, employment in science and technology, and patents, high-tech trade, and high-tech company formation; (2) Agriculture, including agricultural methods, farm equipment, and genetics and farming; (3) Business, Manufacturing, and Materials, including business technology, manufacturing technology, and materials technology; (4) Communications, including communication cables, communication equipment, communication services/costs/usage, and broadcasting; (5) Computers, including computer equipment, networks and the Internet, and databases, programming languages, and security; (6) Construction and Infrastructure, including buildings and components; (7) Consumer Products and Entertainment, including household appliances, other consumer products, and entertainment products; (8) Education and Libraries, including libraries and technology and technology in schools; (9) Energy and the Environment; (10) the Military and Law Enforcement; (11) Medicine and Biotechnology, including medical services and procedures, drugs and nutrition, and medical equipment; (12) Space, including global positioning systems and space commercialization, space debris, and spacecraft and space programs; and (13) Transportation, including transportation system, air transportation, rail and urban transport, cars and

PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Hypermedia; *Programming Languages; *Screen Design (Computers); *World Wide Web
IDENTIFIERS- ERIC Digests; Gateway to Educational Materials; HTML; Metadata; SGML; Web Browsers; *Web Page Design; *XML

This digest provides an overview of XML (Extensible Markup Language), a markup language used to construct World Wide Web pages. Topics addressed include: (1) definition of a markup language, including comparison of XML with SGML (Standard Generalized Markup Language) and HTML (HyperText Markup Language); (2) how XML works, including sample tags, metadata, and use of XML by the GEM (Gateway to Educational Materials) Project; (3) customizing XML for individual needs, including the DTD (Document Type Definition), i.e., a formal set of markup elements developed as a standard for professionals in a particular field; and (4) making XML work on the Web, including limitations of older browsers. (Contains 12 references.) (MES)

ED 437 942 IR 057 571

Jacso, Peter; Lancaster, F. W.
Build Your Own Database.
PUB DATE- 99
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Interfaces; Computer Software; *Computer System Design; *Database Design; Database Management Systems; Databases; Design Requirements; Information Retrieval; Information Systems; Screen Design (Computers)

This book is intended to help librarians and others to produce databases of better value and quality, especially if they have had little previous experience in database construction. Drawing upon almost 40 years of experience in the field of information retrieval, this book emphasizes basic principles and approaches rather than in-depth and comprehensive evaluations of particular products. The book is divided into two main parts. The first part, "Content and Organization of the Database", includes chapters on defining database types and creators; database content; and quality and usability factors. Chapters in the second part, "Software Issues", focus on types of database software; record and database structuring and data entry; index creation; index browsing; searching; sorting; display, print, and download functions; and interface considerations. Appendices include a list of URLs for software products and import and export formats of bibliographic records. Sixty-one figures accompany the text. (Contains an index.) (AEF)

ED 437 943 IR 057 572

Crawford, Walt
Being Analog: Creating Tomorrow's Libraries.

Development; Educational Change; Elementary Secondary Education; Flexible Scheduling; Grants; Instructional Development; Learning Resources Centers; Librarian Teacher Cooperation; Library Collections; *Library Development; Library Funding; *Library Services; Library Surveys; Professional Development; Program Evaluation; Questionnaires; *School Libraries; Tables (Data); Teacher Surveys
IDENTIFIERS- Administrator Surveys; *Library Power

This book presents the results of an evaluation of Library Power, an initiative of the DeWitt Wallace-Reader's Digest Fund that provided support for school library development in 19 communities. Following an introductory chapter, the chapters are organized around key questions of the evaluation. Chapters 2 through 4 address the implementation of key components of Library Power: improved collections; flexible access to an improved library facility; and a collaborative approach to using library resources in instruction. Chapters 5 through 7 covers some consequences of Library Power programs: how the program interacted with curriculum planning and instructional operation of the school, and how Library Power operated in conjunction with various school reform initiatives. Chapter 8 discusses how professional development was used as a strategy to communicate the intentions of the program, transmit needed skills, and foster the formation of teams in schools with a focus on the use of library materials in instruction. Chapter 9 examines the degree to which key Library Power practices can be seen to have been incorporated into school practice and the likelihood of their continuing after the end of formal grant funding. Finally, Chapter 10 presents reflections on the evaluation process from the perspective of an evaluation officer at the DeWitt Wallace-Reader's Digest Fund. Appendices include questionnaires for the library media specialist, principal, and teacher. (MES)

ED 437 963 IR 057 614

Children's Summer Reading Program, 1999. Read around the World.
PUB DATE- 99
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Libraries; *Childrens Literature; Elementary Education; Food; Friendship; *Library Services; Preschool Education; *Public Libraries; *Reading Materials; *Reading Programs; *Summer Programs
IDENTIFIERS- Clip Art; Multicultural Materials; Pathfinders; Time Travel; Virginia

This manual for the 1999 Virginia Summer Reading Program for public libraries, based on the theme "Read around the World...Book a Trip," includes the following chapters: (1) "Getting Ready," including bibliographies, display and decorating ideas, equipment resources, a list of useful things to collect, sources for promotional materials, and maps; (2) "Friends around the World," including story time programs, bibliographies, "friendly" activities, information on the American Red Cross Friendship Boxes and School Chest programs, suggestions for an ethnic story day, helpful Internet sites, word searches, and maps (Kathy McNalley); (3) "Play around the World," including story time programs, a "Clue" game, material resources, bibliographies, a pathfinder, games around the world, ideas for a party, crafts, craft resources, and coloring

ED 437 983 IR 057 659

Cahalan, Margaret W.; Justh, Natalie M.
Academic Libraries: 1996. E.D. TABS.
PUB DATE- 00
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Collections; *Library Expenditures; *Library Personnel; *Library Services; *Library Statistics; Library Surveys; Questionnaires; Reference Services; Tables (Data)
IDENTIFIERS- Integrated Postsecondary Education Data System

Based on information from the 199697 Integrated Postsecondary Education Data System (IPEDS) Academic Libraries survey, this document presents statistics on libraries in U.S. higher education institutions. Specifically, data are provided on: circulation and interlibrary loan transactions; public service hours; number served, number of reference transactions, and information service to groups; number of books, bound serials, and bound government documents held at the end of the year, and number of libraries by number of volumes; number of units and linear feet held at the end of the year and added during the year; number of unduplicated titles held at the end of the year; number of unduplicated titles added during the year; number and percentage of FTE (full-time equivalent) staff; total operating expenditures and number of libraries by category of total operating expenditures; library operating expenditures by object of expenditure, and salaries as a percentage of total operating expenditures; operating expenditures for information resources, equipment, and other selected expenditures by category; percentage of institutions with selected electronic services; and circulation, number of books and bound serials volumes held at the end of the year/added during the year, total staff, and expenditures per FTE student. An introductory section highlights selected results and summarizes the methodology. A copy of the questionnaire is included. (MES)

ED 437 984 JC 000 117

Graduate and Employer Report, 1996-97 Graduates. Volumes One and Two.
PUB DATE- 99
NOTE- 383p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Collegiality; *Employee Attitudes; *Employees; *Employer Attitudes; Evaluation Methods; Graduate Surveys; *Job Satisfaction; Participant Satisfaction; *Personnel Evaluation; Questionnaires; Tables (Data); Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- *South Carolina

Horry-Georgetown Technical College (SC) has completed graduate and employer surveys since 1994. The reports are divided into specific curricular areas leading to degrees or certificates for most of the programs offered at the college. Each section contains the original survey forms for employers and graduates, longitudinal comparison. Appendices contain the survey form, statistics, and respondents' comments. (Contains 9 tables and 22 figures.) (RDG)

ED 438 004 JC 000 148

Head, Ronald B.
High School Graduates Attending PVCC.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; *College Freshmen; Community Characteristics; Community Colleges; Enrollment; *High School Graduates; Institutional Research; *School Community Relationship; School Districts; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- Piedmont Virginia Community College

This study reports on the characteristics and academic performance of recent high school graduates attending Piedmont Virginia Community College (PVCC). The study found that the number of high school graduates in the PVCC service region increased by an average of 4.1% each year from 1994-99. The number of regional graduates is not a good predictor of enrollment at PVCC. An average of 330 (21.5%) of regional high school graduates enroll each year following graduation plus another 135 recent graduates from other high schools. The total number of recent graduates represent less then seven percent of the student body. Within four years of graduation, 35% or more of regional high school students enroll at PVCC. Service region graduates are more likely to require remediation and do not perform as well academically as other students. Report sections include: (1) Executive Summary; (2) Introduction; (3) High School Graduates within PVCC Service Region; (4) Service Region High School Graduates Attending PVCC; (5) Demographic Characteristics of Recent High School Graduates Attending PVCC; (6) College Characteristics of Recent High School Graduates Attending PVCC; (7) Academic Performance of Recent High School Graduates Attending PVCC; and (8) Conclusion. The appendix contains the RADDS/SAS program used to obtain data. Includes 17 tables and 12 figures. (RDG)

ED 438 005 JC 000 149

Thomas-Spiegel, Joan; Patthey-Chavez, Genevieve; Dillon, Paul
Retention, Persistence, Success: Where Do Basic Skills and ESL Students Fit in Current Accountability Models?
PUB DATE- 99
NOTE- 11p.; Paper presented at the Research and Planning Group Annual Conference (Lake Arrowhead, CA, April, 1999). The conference was supported by a grant from the Spencer Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Access to Education; Accountability; *Basic Skills; *Community Colleges; *English (Second Language); *Language Skills; *Outcomes of Education; School Effectiveness; Student Characteristics; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *California

number of Temporary Cash Assistance (TCA) customers engaged in educational activities, the types of activities, whether local departments of social services encourage clients to engage in educational activities and whether they count education as a work activity. The study found that 1,528 persons were engaged in one of the various types of educational activities during the month of June 1999. About two-thirds of these clients were enrolled in vocational education and community colleges. The study also described successful practices in welfare-to-work educational activities and found that Maryland's approach incorporates these successful practices. The study concluded that Maryland is successfully implementing the TCA policies to facilitate customers' pursuit of education. (Accounts of the use of educational services from the local departments of social services in Allegheny County, Baltimore City, Cecil Bounty, Charles County, Frederick County, Harford County, Montgomery County, and Somerset County are included.) (KC)

ED 437 516 CE 079 586

Hudson, Frederic M.
The Adult Years: Mastering the Art of Self-Renewal. Revised Edition.
PUB DATE- 99
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Development; Adult Education; Adults (30 to 45); *Aging (Individuals); Developmental Stages; Empowerment; Individual Development; *Life Events; Life Satisfaction; Middle Aged Adults; Midlife Transitions; Older Adults; Quality Of Life; Self Actualization; Well Being; Young Adults

This book identifies skills and competencies that can empower adults throughout the life cycle. Part 1 focuses on the emerging adult. Chapter 1 contrasts new opportunities for adult living with the negative belief that the United States' best days are behind. Chapter 2 makes a case for a cyclical pattern for understanding adult life. Part 2 interprets the cycle of life change and describes human skills that empower adult life chapters and life transitions. Chapter 3 presents the pattern of adult change, with 4 phases of change and 10 life skills for enabling adult renewal and empowerment. Chapter 4 describes how to build strong adult life chapters and cooperate with their endings. Chapter 5 interprets life transitions that occur when life chapters cannot be sustained, repaired, or renewed. Part 3 portrays the adult life cycle. Chapter 6 explains how adults define life meaning and mission across the life cycle. Chapter 7 describes today's 20- and 30-year-olds. Chapter 8 examines how 40- and 50-year-olds express their life purpose, as self-reliance and interdependence become important focal points. Chapter 9 looks at continuities and changes in 60- to 90-year-olds as adult life continues to find new orientations. Chapter 10 presents 6 principles of life-cycle change. Part 4 applies the ideas to the self-renewing process in people and society. Chapter 11 explores the connections between adult life and global chaos. Chapter 12 outlines 10 qualities of self-renewing people. Chapter 13 shows the importance of adult mentor-coaches. The book contains 593 references, endnotes, and an index. (YLB)

PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Adults; *Career Development; *Career Planning; *Employee Responsibility; *Employer Employee Relationship; Employment Practices; Foreign Countries; Futures (of Society); Management Development; *Staff Development

With employees in many organizations now expected to act as if they are self-employed in order to preserve their employability, managers need to assume new responsibilities to provide career coaching. Some outputs of career coaching are education of staff in career self-management, guidance of staff in the use of career analysis and planning methods, staff taking career enrichment initiatives, and information input by staff into their manager's succession planning. Managers' roles in career support include the following seven activities: (1) being available for both informal and informal discussions with employees about their careers; (2) appraising employees' performance and providing advice regarding their strengths and development needs; (3) guiding employees through their career planning process; (4) providing information that will assist employees to develop career plans or access information they need in order to understand what options are available to them; (5) making employees available for planned career moves that will help the organization to meet its resourcing requirements; (6) ensuring that the appropriate skills are developed within the organization to meet current and future needs; and (7) tracking the trends within the industry and employees' occupations in order to provide meaningful advice and guidance. In order to be effective coaches, managers must learn how to do their own career planning first. Career coaching processes are most successful when they originate from employees and are respectful of their needs. The more that managers can educate and support their employees to take responsibility for their own careers, the more likely they are to develop productive and motivated work teams. (KC)

ED 437 535 CE 079 615

Maginn, Andrew; Dench, Sally
Labour Market Information for Higher Education: A Guide. IES Report 363.
PUB DATE- 00
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; *Educational Planning; Foreign Countries; *Information Sources; *Information Utilization; *Labor Market; *Occupational Information; Postsecondary Education; Strategic Planning
IDENTIFIERS- *Great Britain

This guide is written for people in British higher education institutions (HEIs) who use, or would like to use, regional and local labor market information (LMI) in strategic, operational, and business planning. It is also designed for agencies who commission and produce regional and local labor market, skills, and economic reports. Chapter 1 details for whom the guide is

*Work Experience Programs
IDENTIFIERS- *New Hampshire

This guide is a tool to assist educators in the development of high-quality work-based learning sites and other school-employer connections in New Hampshire as part of the state's school-to-work program. The guide provides implementation ideas for seven strategies for work-based learning experiences (industry tours, job shadowing, service learning, internship, registered youth apprenticeship, teacher externship, educator in the workplace fellowship) and six strategies for employer-connections to school-based learning (career fairs, in-class presentations, curriculum development, professional development, school-based enterprises, school-based business). Each strategy includes the following information: definition of the particular learning strategy, description of the purpose, roles of key players, description of time commitments, and examples drawn from New Hampshire schools. Appendixes contain lists of state and local school-to-work contacts and other guides available to business and community programs. (KC)

ED 437 553 CE 079 636

Imel, Susan
The Workforce Investment Act: Some Implications for Adult and Vocational Education. Trends and Issues Alert No. 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Accountability; *Adult Education; Annotated Bibliographies; Career Education; Coordination; Curriculum Development; *Education Work Relationship; Educational Cooperation; *Educational Legislation; Educational Needs; *Educational Policy; *Federal Legislation; Guidelines; Influences; Integrated Curriculum; Labor Force Development; Leadership; Participant Satisfaction; Partnerships in Education; Policy Formation; Postsecondary Education; Program Administration; Program Development; Public Policy; Systems Approach; Trend Analysis; *Vocational Education; World Wide Web
IDENTIFIERS- *Workforce Investment Act 1998

The 1998 Workforce Investment Act (WIA) consolidates more than 70 programs and gives states the flexibility to partner with local governments to develop streamlined services providing universal access. Because adult education and postsecondary vocational education are required partners in the one-stop systems being established through Title I of the WIA, being represented among those perceived as providing leadership for development of state and local work force development systems is an important issue for adult and vocational educators alike. For both adult and postsecondary vocational educators, becoming key players in the work force development system will depend partially on their ability to collaborate with other agencies, particularly those involved as one-stop partners. Another issue for adult educators is how to combine literacy development with work force education. Because the individual training accounts mandated in the WIA will give adults much more choice in selecting where they will be trained, institutions known for their high-quality training will undoubtedly benefit from passage of the WIA, whereas institutions lacking such a references); (8) religion and spirituality (8 references); (9) work and retirement (11 references); and (10) death and grieving (5 references). (KC)

ED 437 573   CE 079 664

Melchior, Alan
National Evaluation of Serve-America (Subtitle B1). Final Report. Evaluation of National and Community Service Programs.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 95
NOTE- 235p.; Prepared with the assistance of: Larry Orr, John Blomquist, Valerie Leiter, Judith Berg, Terry Grobe, and Jennifer Nahas.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Citizenship Education; Cost Effectiveness; Elementary Secondary Education; National Programs; National Surveys; Outcomes of Education; Participant Characteristics; *Program Effectiveness; Program Evaluation; *Public Service; Questionnaires; School Community Relationship; *Service Learning; *Student Participation; Student Volunteers; *Youth Programs
IDENTIFIERS- *Community Service; Impact Studies; *Serve America

Serve-America is a national program that was established under the 1990 National and Community Service Act to involve young people in community service and thereby build their understanding of their communities, sense of social responsibility, and commitment to community involvement. In 1992, a 3-year evaluation of Serve-America was initiated to determine its effects on participants, benefits, and cost-effectiveness. The evaluation included observations, document reviews, and participant and control group surveys at 13 local Serve-America program sites. The evaluation established that, as of 1993-94, approximately 434,000 school-aged youths and 90,000 nonparticipant volunteers were participating in Serve-America programs. Serve-America was having positive effects on middle school and high school students and had created new service opportunities in 12 of the 13 intensive study sites. The Serve-America sites studied were producing approximately $3 in direct community benefits for every $1 in program costs. (Thirty tables/figures are included. Appendixes constituting approximately 50% of this document contain the following items: overview of the national evaluation; research and policy background of Serve-America; analysis sample and impact estimation method; definitions of scales and other outcome measures; baseline characteristics of participant and comparison group sample members; Subtitle B1 subgroup analysis; and baseline and follow-up surveys.) (MN)

ED 437 574   CE 079 665

National Evaluation of Learn and Serve America. Summary Report.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 99
NOTE- 34p.; For a related evaluation of Learn & Serve America, see CE 079 666.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Definitions; Economically Disadvantaged; High Schools; Middle Schools; Minority Groups; National Programs; National Surveys;

population. This report specifically focuses on school-age children and the teaching of emotional competency as an integral part of the educational experience. The five major competencies of emotional intelligence are identified in the report as self-awareness, emotional self-regulation, self-monitoring and performance, empathy and perspective taking, and social skills in handling relationships. A call to action was issued by one of the leaders in this field, Mark Greenberg, in presentations he made in Rhode Island in 1997 in response to an invitation from the Emotional Competency Partnership. One of his speeches constitutes a major part of this progress report. In his speech, Dr. Greenberg highlights the disturbing percentage of children at risk for engaging in damaging behaviors. He offers a persuasive rationale for the importance of teaching competency skills to all children, and demonstrates the why and how of social and emotional competency training in the educational system. (GCP)

ED 437 593 CG 029 744

PRIDE Questionnaire Report: 1998-99 National Summary, Grades 6 through 12.
PUB DATE- 99
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Drinking; Drug Education; *Drug Use; Intermediate Grades; Juvenile Gangs; National Surveys; *Prevention; Secondary Education; Student Behavior; Suicide; *Violence

This booklet provides graphs, tables, and a summary compiled from data collected in schools using the 1998-1999 PRIDE Questionnaire. The data reflect prevalence and patterns of drug and alcohol abuse, violence, gang activity, and suicide. This report is designed for educators to use within their drug abuse and violence awareness and prevention programs with faculty, students, and parents. This report is divided into four chapters. Chapter One, Introduction, contains two news releases about results of the Pride Survey and an Outline of Procedures Used to Obtain PRIDE National Summary. Chapter 2, Standard Graphs, includes 22 graphs that explain the relationship between student behavior and alcohol/drug use. The time of drug use graphs help with understanding the need for a commitment to drug abuse prevention by parents and the larger community. They show that student alcohol and other drug use occurs most often outside the school and at times when school is not in session. The graph showing perceived harm of alcohol and other drugs assists with understanding how false assumptions concerning harm are related to drug use. When drugs are perceived as harmless, the probability of use increases. The availability graphs show that easy access to drugs increases the probability of use and that availability increases at higher grade levels. Chapter 3, Summary Statistics, includes five figures that summarize some of the student information questions with regard to drug use. The data were gathered by examining specific subsets of the youth population. Chapter 4, Percentage Tables, contains 158 tables, each corresponding to an item on the questionnaire. Data is presented by grade level. (MKA)

ED 437 594 CG 029 745

PRIDE Questionnaire Report: 1997-98 National Summary, Grades 6

Literature Reviews; *Parent Teacher Cooperation; Phonics; Primary Education; *Reading Achievement; *Reading Instruction; *Reading Research
IDENTIFIERS- *Balanced Reading Instruction

Noting that early reading achievement is increasingly being named as a top priority in venues ranging from national policy arenas to local schools and school districts, this book consolidates and summarizes research on early reading achievement, making it accessible to parents, teachers, administrators, and others concerned with children's reading success. The six essays in the book represent a joint effort of seven literacy educators who are committed to the improvement of children's literacy skills, and who represent a number of Michigan organizations and institutions that have a long history of successful collaboration. After a preface and introduction, the essays are: (1) "Toward a More Complex View of Balance in the Literacy Curriculum" (P. David Pearson and Taffy E. Raphael); (2) "Every Child a Reader: At Work in a First-Grade Classroom" (Elfrieda H. Hiebert); (3) "Diversity in a Democratic Society: Implications for Literacy Instruction" (Barbara J. Diamond); (4) "School-Family Connections: Why Are They So Difficult To Create?" (Patricia A. Edwards); (5) "A Michigan Early Literacy Parent/Teacher Collaboration" (Deanna Birdyshaw); and (6) "A Balanced Early Literacy Curriculum: An Ecological Perspective" (W. Dorsey Hammond). (Each chapter contains references.) (RS)

ED 437 614 CS 013 826

Reading Recovery in North America: An Illustrated History.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Early Intervention; Educational Cooperation; Educational History; Foreign Countries; International Cooperation; *Literacy; Primary Education; *Reading Instruction; *Reading Programs; Research Needs
IDENTIFIERS- Clay (Marie); *North America; *Reading Recovery Projects

On the occasion of the 15th anniversary of Reading Recovery in North America, this booklet reviews the history of Reading Recovery's "extensive growth, compelling research, and unprecedented success." The booklet tells a story of individuals whose vision, dedication, and untiring efforts have changed school systems and early literacy instruction, demonstrating that literacy for all children is possible. At the same time, the booklet tells a story of successful partnerships forged across international boundaries (New Zealand-Australia-United Kingdom-Canada-United States) and academic settings (universities and public schools) by collaborating participants, including researchers and practitioners; trainers and students; teachers, children, and parents; educators and legislators; school-based professionals; and partners. The illustrated history in the booklet begins with Marie Clay in pre-1984 New Zealand and her ideas about Reading Recovery and concludes with plans for future research in North America. (NKA)

ED 437 615 CS 013 827

Standards for Reading Professionals. Revised.
PUB DATE- 98

association's response to 5-year review; review of state program standards; and the IRA Code of Ethics. (NKA)

ED 437 635 CS 013 848

Mee, Cheah Yin, Ed.; Moi, Ng Seok, Ed.
Language Instructional Issues in Asian Classrooms.
PUB DATE- 99
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Comparative Education; *Developing Nations; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; *Language Role; Listening Comprehension; *Literacy; Preschool Education; Reading Research; *Teacher Attitudes; Writing Research
IDENTIFIERS- Academic Language; *Asia

This collection of essays exemplifies the universal theme that competence in language is key to success in learning and in life. The research studies reported in the collection offer insights into the challenges of literacy learning in Asia: social, cultural, and linguistic factors that sometimes constrain the teacher's approach to instruction. While coming from different Asian educational systems, the essays reflect similar themes and concerns. Following an introduction, essays in the collection are: (1) "Literacy Instruction in Taiwan: Teachers' Beliefs and Their Classroom Practices" (Chem Chiou Lan); (2) "The Composing Processes of University Student Writers: A Comparison across Two Competence Groups" (Antonia Chandrasegaran); (3) "Learning English in Hong Kong Pre-School Centres: A Research Project" (Ng Seok Moi); (4) "Promoting Second Language Development and Reading Habits through an Extensive Reading Scheme" (Vivienne Yu Wai Sze); (5) "Use of Action Research in Exploring the Use of Spoken English in Hong Kong Classrooms" (Andy Curtis); (6) "A Study of Extensive Reading with Remedial Reading Students" (Propitas M. Lituanas, George M. Jacobs, Willy A. Renandya); and (7) "Second Language Writers' Knowledge and Perceptions about Writing and Learning to Write Strategies" (Kwah Poh Foong). Short reports are: (1) "The Message of Marking: Teachers' Attitudes to the Writing of ESL Students" (Vivian Li Yuk Yi); (2) "An Investigation of EFL College Students' Listening Comprehension: A Case Study of Cadets Studying English at the Chinese Military Academy" (Chen Li Jung); and (3) "The Effects of Well-Written Texts and Glossaries on the Comprehension of Academic Texts" (Evy Chrysanti Ridwan, Purnama Wahyuningsih, Etika Noor). (Each essay contains references.) (NKA)

ED 437 636 CS 013 849

Bosma, Bette, Ed.; Guth, Nancy DeVries, Ed.
Children's Literature in an Integrated Curriculum: The Authentic Voice.
PUB DATE- 95
NOTE- 143p.; Published jointly with Teachers College Press, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

student success; and (5) students are the best predictors of their own success in the next level writing course. Conclusions state that there is a strong argument for self-directed student placement at the end of basic writing courses and that in the rural, multicultural community college setting of the study the basic writing program is invisible. (EF)

ED 437 657 CS 216 978

Hicks, Neill D.
Screenwriting 101: The Essential Craft of Feature Film Writing.
PUB DATE- 99
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audience Awareness; *Characterization; Drama; Film Production; Higher Education; Literary Genres; Writing Exercises; *Writing Processes
IDENTIFIERS- *Screenplays; Screenwriters; *Screenwriting

Focusing on satisfying the theatrical feature film audience, this book provides writers with the tools necessary to successfully create and market a screenplay. It includes "scribble exercises" every few pages--specific activities and questions to stir readers' reactions. Chapters in the book are: (1) Drama Is Conflict; (2) Satisfying the Audience; (3) The Elements of Screen Story; (4) Screen Characters; (5) Screen Context; (6) Screen Genres; (7) Screenwriting Style; (8) Getting Down to It--Writing Your Screenplay; and (9) The Business of Screenwriting. (RS)

ED 437 658 CS 216 979

Kohl, Gin; Kirkpatrick, Sidney
Virtue Ethics and the Teaching of Language Arts.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Disadvantaged Youth; Grade 6; *High Risk Students; *Language Arts; *Literature Appreciation; Middle Schools; *Pedagogical Content Knowledge
IDENTIFIERS- *Youth Community Service

This retrospective paper highlights pedagogical approaches that best engaged at risk middle school (sixth grade) males at a private school that opened in St. Petersburg, Florida, in 1997, the year after civil disturbances there made national news. Because of the "treachery" of students' neighborhoods and the isolationist policy of many families, their poverty included a lack of cultural sustenance. Initially, most of the students did not understand conventional interpretations of literature read. However, with enhanced understandings of perspective, drama and language; with opportunities for identification with characters in reading; and with a community leadership initiative, their interpretive skills increased alongside their self-esteem and character growth. Pedagogical approaches

Directing 101.
PUB DATE- 99
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acting; Film Industry; *Film Production; *Film Production Specialists; Higher Education
IDENTIFIERS- *Film Directors

Providing an introduction to anyone considering directing as a field of study or career, this book takes a broad look at the process of directing and encourages students and professionals alike to look outside of the movie industry for inspiration. Chapters in the book discuss selecting and acquiring material; budgeting and financing; casting and communicating with actors; crew selection; location; production planning; filming techniques; blocking and staging; directing shorts, commercials, and music videos; music; post production; preparing a sample reel; pitching agents and directing assignments; minority film directors; and contemporary filmmakers. It contains nine brief essays by film school graduates and professional filmmakers. (Contains a list of 18 recommended books, 13 recommended films, a 130-item glossary, information on 25 film schools, and 49 references.) (RS)

ED 437 680 CS 510 205

Advertising and the Economy: A Teaching Package.
PUB DATE- 92
NOTE- 36p.; A poster entitled, "How Crest and Its Advertising Responded to Changing Consumer Demands," is not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; *Business Communication; *Economics Education; Higher Education; Lesson Plans; *Mass Media; *Merchandising; Persuasive Discourse
IDENTIFIERS- *Advertising Education; *Advertising Industry; Commercialism; Marketing Strategies

This teaching packet is designed to enrich lessons and motivate students, and is based on real-life marketing problems. The packet includes a booklet containing background for instructors on advertising's crucial economic role and its history in the United States, eight reproducible lessons, and teaching tips for each lesson. The packet also includes a poster designed to complement the lessons. Lesson titles include: (1) "Choosing Which Wants to Satisfy"; (2) "Using Ads To Link Buyers and Sellers"; (3) "How Advertising Affects Behavior"; (4) "Using Ads To Set Products Apart"; (5) "What Ads Contribute to the Nation's Output"; (6) "How Advertising Adapts to the Business Cycle"; (7) "How Ads Fuel Economies of Scale"; and (8) "Targeting Markets for New Products." Appendixes present sample advertisements. (EF)

ED 437 681 CS 510 206

Murphy, B. Keith
Fear and Loathing in Forensics: The View from Postmodern Suburbia.
PUB DATE- 99

variety of formats. However, most scholars agree that these confrontations are not "really" debates but merely "joint press conferences." This observation raises the question of whether presidential debates should be more like "real" debates. The paper proposes six modifications in political debates based on four important principles (campaign discourse should inform voters; it should address topics that matter to voters; it should encourage candidates to distinguish themselves from competitors; and campaign discourse should facilitate "cost-benefit" analysis by voters by emphasizing "clash"). These improvements are designed to improve the ability of this important form of communication to better inform voters. (Contains 19 references.) (Author/RS)

ED 437 702 CS 510 229

Keyton, Joann; Strawn, Dudley
Evaluating Communication Competence: A Comparison of Majors and Non-Majors.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, IL, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Communication Skills; *Communication (Thought Transfer); Comparative Analysis; Higher Education; *Majors (Students); *Nonmajors; *Undergraduate Students
IDENTIFIERS- Communication Competencies

A study was designed to determine if communication majors had greater communication competency than non-majors. Additionally, for majors, the number of communication courses and types of course, were also examined for their effect on communication competence. Subjects were 200 students at the University of Memphis. The impact of these independent variables on two micro-measures of competence was non-significant for all hypotheses tested. Thus, there was no significant finding revealing discrimination between majors and non-majors, and no significant finding revealing discrimination among majors who had one course, a few, or many. Implications for communication pedagogy and curriculum evaluation are addressed. (Contains 24 references.) (Author/RS)

ED 437 703 CS 510 232

Schliesman, Terry; Ayres, Joe
The Relationship between Computer Time and Communication Apprehension/Communication Competence among Adolescents.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, IL, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; Communication Research; *Communication Skills; *Computer Uses in Education; *High School Students; High Schools
IDENTIFIERS- *Communication Competencies

This study was conducted to determine if time spent using the

ED 437 722 EA 030 201

Penrose, Perran
Cost Sharing in Education: Public Finance, School and Household Perspectives. Education Research Serial No. 27.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Administration; #Educational Finance; Elementary Secondary Education; #Finance Reform; #Financial Policy; Fiscal Capacity; Tables (Data); Tax Rates
IDENTIFIERS- Ghana; Tanzania

This report examines cost sharing, a term that combines the concepts of direct-cost recovery and indirect contributions from pupils, their parents, and sponsors. Such contributions may be voluntary, quasi-compulsory, or even compulsory. For the study reported here, cost sharing is used when the subject under discussion is not restricted to user-fee issues. The approach of the study was quantitative, but important cultural and sociological aspects were also considered. The report is primarily concerned with putting together a modest body of evidence on education expenditures by governments and households and with exploring the implications the evidence has for the central questions that need to be asked to develop and sustain government-expenditure policies. The report is presented in five chapters. Following an introduction, chapter 2 outlines the principles of cost sharing and explores the key issues that underpin cost-sharing policies. The next two chapters consist of case studies of specific countries: Ghana and Tanzania. These chapters are not self-contained and each complements the other. The last chapter summarizes the issues surrounding cost sharing and draws some policy conclusions. (Contains approximately 105 references.) (RJM)

ED 437 723 EA 030 202

Haberman, Martin; Gill, Vicky
Selecting Star Principals for Schools Serving Children in Poverty.
PUB DATE- 99
NOTE- 8p.; Published bimonthly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Educational Administration; Educational Environment; Educational Objectives; #Educational Philosophy; Elementary Secondary Education; #Instructional Leadership; #Mentors; #Personnel Selection; Poverty; #Principals

Principals of successful urban schools have certain attributes that heighten their effectiveness. They exhibit behaviors and attributes undergirded by an ideology, that is, a value-laden system of beliefs that is "caught" by life experiences and not "taught" in graduate courses. Potential star principals must be screened and selected before they can benefit from training. For those who do not espouse an ideology, behavioral training will not be as meaningful. Since formal university training is unlikely to transmit a belief system, principals' formal training can only be valuable if the candidates have been carefully screened and selected as persons who are already

NOTE- 383p.; For the 1999 report, see ED 430 324.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Access to Education; Adult Learning; Educational Assessment; *Educational Attainment; *Educational Quality; Educational Trends; Elementary Secondary Education; Enrollment; Ethnic Distribution; Family Characteristics; Foreign Countries; Higher Education; Kindergarten Children; *National Competency Tests; Outcomes of Education; Parent Attitudes; Participation; Paying for College; Performance Based Assessment; Preschool Education; *School Demography; *School Statistics; Social Indicators; Student Characteristics; Tables (Data); Teacher Characteristics
IDENTIFIERS- *Educational Indicators

"The Condition of Education, 2000" is an indicator report, summarizing the health of education, monitoring important developments, and showing trends in major aspects of education. Indicators examine relationships; show changes over time; compare or contrast subpopulations, regions, or countries; or assess characteristics of students from different backgrounds and types of schools. An indicator is policy relevant and problem oriented; it typically incorporates a standard against which to judge progress or regression. Each year about 60 indicators are selected that represent a consensus of professional judgment about significant national measures of the condition and progress of education at this time. The report leads with an essay on the knowledge, skills, and behaviors that entering kindergartners bring to school. The essay summarizes the initial results of a national, longitudinal study that is tracking the progress of these kindergartners through the elementary grades. Data from the study suggest the range of development that kindergarten teachers work with and that subsequent schooling needs to address. The indicators that follow the essay are in six sections: (1) Participation in Education; (2) Learner Outcomes; (3) Student Effort and Educational Progress; (4) the Quality of Elementary and Secondary Educational Environments; (5) Context of Postsecondary Education; and (6) Societal Support for Learning. The report includes the text, tables, and charts for each indicator plus the technical supporting data, supplemental information, and data sources. Appendices comprise over half of the publication and contain supplemental tables and notes, estimates of standard errors for the statistics, data sources, a glossary, and a bibliography that includes publications and surveys of the National Center for Education Statistics (NCES). (MLF)

ED 437 743 EC 306 752

McNulty, Tom, Ed.
Information Technology and Disabilities, 1994.
PUB DATE- 94
NOTE- 190p.; This is an electronic journal, published only in electronic form by Equal Access to Software and Information (EASI), a project of the TLT group (an affiliate of the American Association for Higher Education). These pages have been downloaded from the EASI Web site at the Rochester Institute of Technology (RIT).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices

all sixth grade students and all the special education students were placed throughout the school. Teachers faced problems with classroom disruptions, discipline, lack of resources, and lack of knowledge. They used different strategies to assist students with disabilities including modified assignments, peer tutoring, individualized instruction from the special education resource teacher, and use of manipulatives. With the proper modifications, the inclusion students progressed well in most cases at each of the five schools. (Contains 14 references.) (CR)

ED 437 761 EC 307 609

Kentucky Services to Children Who Are Deaf-Blind, 1995-1999. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 19p.; Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Community Programs; *Deaf Blind; Delivery Systems; Disability Identification; *Early Identification; Elementary Secondary Education; Family Involvement; *Inclusive Schools; Infants; Inservice Teacher Education; *Interdisciplinary Approach; Postsecondary Education; Preschool Education; Preservice Teacher Education; Professional Development; Social Integration; Student Evaluation; *Teacher Education; Technical Assistance; Toddlers; Transitional Programs; Young Children
IDENTIFIERS- *Kentucky

This final report discusses the outcomes of a 4-year project designed to identify all children in Kentucky who are deaf-blind and provide training and technical assistance to improve the quality of special education and related services in Kentucky for children ages birth through 21 who are deaf-blind. The children are in integrated environments with programs designed to lead toward full community participation. Outcomes of the project included: (1) identifying students in Kentucky with deaf-blindness; (2) collaborating with agencies statewide to facilitate the delivery of a comprehensive array of services for students who are deaf-blind; (3) providing technical assistance on behalf of students on the Kentucky deaf-blind census; (4) supporting families of children on the deaf-blind census; (5) coordinating preservice and inservice training regarding deaf-blindness as part of the Kentucky's Comprehensive System of Personnel Development; and (6) coordinating transition planning through person-centered planning processes. The report discusses the context of the project, goals, activities, problems encountered and solutions, and implications for practice. A videotape, "Transdisciplinary Activity-Based Assessment for Learners with Deafblindness and Other Multiple Disabilities," hosted by Jennifer Grisham Brown, developed as part of the project. (CR)

ED 437 762 EC 307 610

Kansas Services for Children and Youth with Dual Sensory Impairments Project. Final Four Year Progress Report. October 1, 1995 to September 30, 1999.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

Newsletter, 1996.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 34p.; Newsletter published biannually.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Ability Identification; Creativity; *Educational Methods; Elementary Secondary Education; *Gifted; *Grouping (Instructional Purposes); Information Sources; Minority Group Children; Research and Development; *Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- *National Research Center on Gifted and Talented

Two newsletters from the National Research Center on the Gifted and Talented (NRC/GT) include the following major articles: (1) "Everything You Need To Know about the NRC/GT: Web Site, Videos, and Texts" (E. Jean Gubbins); (2) "A. Harry Passow: Scholar and Friend" (E. Jean Gubbins and Joseph S. Renzulli); (3) "Learning How New Teachers Relate to Academic Diversity in Mixed Ability Classrooms" (Carol Ann Tomlinson); (4) "Total School Cluster Grouping: An Investigation of Achievement and Identification of Elementary School Students" (Marcia Gentry); (5) "Valuing, Identifying, Cultivating, and Rewarding Talents of Students from Special Populations" (David St. Jean); (6) "NRC/GT through the Year 2000 (E. Jean Gubbins); (7) "Still Searching..." (Julie D. Swanson); (8) "A Tribute to Paul F. Brandwein" (E. Jean Gubbins and Joseph S. Renzulli); (9) "Extending the Pedagogy of Gifted Education to All Students" (Sally M. Reis and others); (10) "Stimulating Student Creativity: A Review of 'Creativity in the Classroom'" (Bruce N. Berube). (Individual papers contain references.) (DB)

ED 437 779 EC 307 627

Towards Inclusion: National Evaluation of Deinstitutionalization Initiatives. Professional Report.
SPONS. AGENCY- Human Resource Development Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Agency Cooperation; *Community Programs; Cost Effectiveness; Decision Making; *Deinstitutionalization (of Disabled); *Empowerment; Foreign Countries; Group Homes; *Independent Living; *Mental Retardation; Personal Autonomy; Rehabilitation; Self Advocacy; Social Integration
IDENTIFIERS- *Canada

This report discusses outcomes of a Canadian initiative to assist in the deinstitutionalization of persons with intellectual disabilities in Newfoundland, Prince Edward Island, Ontario, Manitoba, Saskatchewan, and Alberta. The projects were managed through a partnership in each province including representatives from Human Resources Development Canada, the provincial government, the Canadian Association for Community Living, and the provincial Associations for Community Living. The projects included over 250 individuals with intellectual disabilities living in institutional facilities, and 15 individuals living without adequate supports in the community. Under the projects, the majority of those individuals who were supposed to move from institutional facilities did move; others are still receiving supports to assist them in making decisions

*Transitional Programs

This directory lists materials and products useful in the professional development of teachers and other providers of transitional services to young people with disabilities. Materials and products were identified through requests to state and local educators, state systems, change and model demonstration transition projects, regional resource centers, information clearinghouses, and other relevant sources. The directory is divided into five sections: (1) an introductory section; (2) the "Taxonomy for Transition Programming," (3) products and materials listed by state; (4) other transition-related resources; and (5) an index listing entries by "Taxonomy" category. Listings typically include information on nominating source, material/product title, purchasing source and price, product characteristics, relevant "Taxonomy" practice categories, and target audience. Other resources are listed alphabetically by title and include publisher, source, and price. A list of publishers with addresses, Web sites, and phone/Fax numbers is also included. (DB)

ED 437 798 EC 307 648

The Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments (Project TREDS). Final Report. Services to Children with Deaf-Blindness in Tennessee.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 168p.; For related report, see ED 390 228.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Deaf Blind; Disability Identification; Elementary Secondary Education; *Family Involvement; Incidence; Infants; Inservice Teacher Education; Outreach Programs; Postsecondary Education; Preschool Education; *State Programs; *Teacher Competencies; *Technical Assistance; Toddlers; Young Adults
IDENTIFIERS- *Tennessee

This final report describes activities and accomplishments of a 4-year federally funded project to improve the capacity of state, regional, and local educational services to meet the needs of learners with deaf-blindness and their families throughout the state of Tennessee. The project provided individualized technical assistance and support to families and service providers so they could better identify, assess, plan for, and effectively instruct these learners as members of community-based heterogeneous environments. Specific activities of the project included: (1) establishment and maintenance of a deaf-blind census; (2) development of specific teacher competencies within the current Tennessee licensure areas needed to address the unique needs of learners with deaf-blindness; (3) training and technical assistance to improve the skills of professionals working with individuals with deaf-blindness; (4) development of a brochure and newsletter to assist with the dissemination of information; and (5) infusion of family and consumer participation into project activities. Individual sections of this report describe the project's purpose, goals and objectives, accomplishments, outcomes, problems, and impact. Appendices include need surveys, project publications, and evaluation forms. (CR)

ED 437 799 EC 307 649

ED 437 820 EF 005 664

Schmidt, Roger C., Ed.; Hoerner, Earl F., Ed.; Milner, Edward M., Ed.; Morehouse, C. A., Ed.
Natural and Artificial Playing Fields: Characteristics and Safety Features.
PUB DATE- 90
NOTE- 196p.; Papers presented at the Symposium on the Characteristics and Safety of Playing Surfaces (Artificial and Natural) for Field Sports (Phoenix, AZ., December 6, 1988).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Athletic Fields; *Safety; *Testing; *Turf Management
IDENTIFIERS- *Artificial Turf; Field Analysis; *Soils

These papers are on the subjects of playing field standards, surface traction, testing and correlation to actual field experience, and state-of-the-art natural and artificial surfaces. The papers, presented at the Symposium on the Characteristics and Safety of Playing Surfaces (Artificial and Natural) for Field Sports in 1998, cover the interaction of a sport with the playing field by offering views of designers, administrators, athlete, and sport researchers. Addressed are the problems associated with the correlation of laboratory test results and actual field experience in such areas as footwear design; field testing techniques, the problems with testing a surface and the correlation of the results to a real field situation; and the composition and costs of various types of field surfaces, including a review of artificial turf surfaces, material selection, and performance. (GR)

ED 437 821 EF 005 665

Schroeder, Charles B.; Sprague, Howard B.
Turf Management Handbook. Good Turf for Lawns, Playing Fields and Parks. Fifth Edition.
PUB DATE- 96
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Athletic Fields; Equipment; Fertilizers; *Guidelines; Parks; Pests; *Turf Management; Weeds
IDENTIFIERS- *Grasses; Irrigation

Practical guidelines for turf management are provided that explain the natural processes involved, specific materials and equipment, and procedures that have been found to produce desirable results with a minimum of effort and expense. The handbook starts with information on how grasses grow, then proceeds through various chapters on turfgrass characteristics for cooler and warmer regions, soil characteristics, practical use of fertilizers, new turf care, weed and insect control, irrigation, procedures on renovating poor turf, and seasonal schedules for management of turf areas. (GR)

ED 437 822 EF 005 666

Aldous, D. E., Ed.
International Turf Management Handbook.
PUB DATE- 99
NOTE- 348p.

outcomes. What makes cooperative learning unique is the quantity and quality of research supporting its use. When efforts are structured cooperatively, there is considerable evidence that students will achieve higher (learn more, use higher level reasoning strategies, build more complete and complex conceptual structures, and retain information learned more accurately), build more supportive and positive relationships (including relationships with diverse individuals), and develop in more healthy ways (psychological health, self-esteem, ability to manage stress and adversity). (Contains 12 references.) (KFT)

ED 437 842 FL 026 118

Shuji, Sugie
Cooperative Learning in Japan: History and Present Situation of Research and Implementation.
PUB DATE- 99
NOTE- 13p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; Foreign Countries; Instructional Innovation; Japanese; Teaching Methods
IDENTIFIERS- *Japan

This chapter gives a brief history of cooperative learning in Japan, describes several types of Japanese cooperative learning, offers short vignettes of modern situations in which cooperative learning has been effective, and concludes with thoughts about the future of cooperative learning in the Japanese context. Learning in Japan was structured along highly competitive lines until after World War II. This was the legacy of the Meiji era (1868-1912) and the Taisho Period (1912-1926). The shift to more cooperative forms of learning began in the postwar period, but intensified in the 1950s, particularly a new method termed Buzz Learning. Concerns grew that Japanese education was excessively group-oriented and gave short shrift to the individual, so that by the 1980s educational reformers began to look for ways to encourage individual growth and development in a Japanese setting. The common response was to promote instructional and personal guidance. Truly cooperative approaches are more successful in promoting and allowing individuality to flourish. Cooperative learning, supported by human trust, has brought positive educational outcomes even in countries that have cultural diversity. Therefore cooperative learning must be essential in the process of learning by human beings. Using cooperation that is a part of human nature can lead to an environment where children can develop their individuality. (Contains 44 references.) (KFT)

ED 437 843 FL 026 119

Acton, William; Cope, Corrine.
Cooperative Attending Skills Training for ESL Students.
PUB DATE- 99
NOTE- 18p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Professors can improve their chances of earning tenure by paying attention to organizing certain areas of their professional lives. Evidence of teaching effectiveness, professional and community service, research and other creative activities needs to be gathered and presented in a clear manner at faculty review proceedings. Good organizational skills, thoughtful planning, mentoring, and strategic production of research can all help to enhance an individual's portfolio and aid survival in academe. (JM)

ED 437 863 HE 032 625

Immerwahr, John
Taking Responsibility: Leaders' Expectations of Higher Education.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; College Administration; College Preparation; Diversity (institutional); *Higher Education; *Leaders; Opinions; Paying for College; Student Motivation; Tenure

A survey of 601 leaders was conducted to identify the concerns of those who are most involved with decision making about higher education and what they see for the future. Individuals surveyed included professors, higher education deans and administrators, government officials, and business leaders. The study found that disagreements between business executives and educators are sometimes wide-ranging. From the perspective of businesspeople, higher education should be more efficient and financially accountable, more focused on what students really need to learn, and more mindful of the need to cut costs and charge students more before asking for more subsidies from the public till. They also want higher education to be less preoccupied with issues of race, and more focused on teaching. Higher education professionals see the universities as serving a different mission, and vigorously object to the idea that higher education should be judged by the standards of efficiency and responsiveness to the needs of business. (JM)

ED 437 864 HE 032 696

Bernal, Elena M.; Cabrera, Alberto F.; Terenzini, Patrick T.
Class-Based Affirmative Action Admissions Policies: A Viable Alternative to Race-Based Programs? ASHE Annual Meeting Paper.
SPONS. AGENCY- College Board, New York, NY.; Association for Institutional Research.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Admission Criteria; *Affirmative Action; Attendance Patterns; College Applicants; College Attendance; Desegregation Methods; Diversity (Student); Educational Discrimination; Educational Opportunities; Educational Status Comparison; Enrollment Trends; Higher Education; Minority Groups; *Racial Balance; Racial Bias; Socioeconomic Influences; *Socioeconomic Status; Student Recruitment; Whites; Working Class

guarantor/servicer contract arranged numerically and alphabetically and a request for user comments on the guide. (CH)

ED 437 882 HE 032 754

A Guide to 2000-2001 SARs and ISIRs.
PUB DATE- 00
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; *Federal Programs; Financial Aid Applicants; Higher Education; *Loan Default; Paying for College; *Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs
IDENTIFIERS- Department of Education; *Institutional Student Information Records; *Student Aid Report

This guide is intended to assist financial aid officers interpret the coding on the Student Aid Report (SAR), which is sent directly to students, and on the Institutional Student Information Record (ISIR), which is sent directly to institutions, in order to help students make the necessary corrections to their financial aid application data. The introductory section provides information on major system changes; the processing flow; the federal application processing system (paper, electronic, and Internet); transactions; types of SARs; and highlights and assumptions of the systems. The second section explains the SAR and ISIR information acknowledgment page and defines the codes used. The third section of the report explains how to make corrections and update information. Eight appendixes include information on reject codes, database matches and flags, national student loan data system financial aid history and match flags, SAR and ISIR comment codes, addresses of student aid program offices, sample SARS and information acknowledgment, sample ISIRs, and a sample worksheet. (CH)

ED 437 883 HE 032 755

The Residential Nexus: A Focus on Student Learning. Setting New Directions by Making New Connections. In-Class Instruction/Out-of-Class Learning.
PUB DATE- 98
NOTE- 8p.; Document compiled for ACUHO-I by the Residential College Task Force. Introduction written by William J. Zeller.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Facilities; Educational Facilities Planning; Facility Guidelines; Facility Improvement; Facility Planning; Higher Education; *Housing; Learning Centers (Classroom); Learning Experience; Learning Motivation; *Student Personnel Services

This paper considers the importance of student housing to the goal of student learning, and suggests ways in which campus residential programs can become strategic partners in student learning. It proposes partnerships between campus housing professionals and faculty colleagues and presents a number of models for consideration: residential colleges; living-learning inability to use technology proficiently in the learning process. Based on document analysis and classroom observations, the information presented through technology staff development, teacher interviews, and specific classroom interventions made a positive impact in the correct use of technology. Appendices include the teacher survey, interview questions, Technology for Learning Document Analysis and Classroom Observations sheets, and program sign-up forms. (Contains 18 references.) (AEF)

ED 437 904 IR 019 854

Tobin, Mark
Improving Student Retention through the Use of Technology.
PUB DATE- 99
NOTE- 50p.; Masters Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Educational Finance; Educational Technology; Grade 7; Instructional Improvement; Junior High Schools; *Science Activities; Science Instruction; Science Tests; Scientific Concepts; *Secondary School Science; Student Attitudes; Student Motivation; Student Surveys
IDENTIFIERS- Access to Computers

This report describes a program for improving the retention of science concepts and motivation through the use of technology. The targeted population consisted of seventh grade students in a suburb of a large Midwestern city. The problem, due to lack of access to technology, was documented through student surveys, teacher observation, previous test scores, and IGAP science and vocabulary scores. Analysis of probable causes revealed that students do not have adequate access to technology due to funding, reluctant teachers, and the configuration of the existing technology in the school. A review of literature reports on the poor performance of students in science, and the reluctance of teachers with the implementation of technology. Solution strategies suggest funding technology in schools and giving adequate time and training to teachers. There are numerous documented examples of the benefit that students have experienced as a result of using technology. Post intervention data indicated a slight increase in average test scores for those students who used technology. Students expressed a desire to use technology over the traditional hands-on science activities. Teacher observations indicated an increase in student motivation and time on task with the use of technology. Appendices include the student survey and results, the Scientific Method Test #1, and the Cell Test. (Contains 25 references.) (Author/AEF)

ED 437 905 IR 019 855

Davis, Jay Bee
Improving Transfer of Learning in a Computer Based Classroom.
PUB DATE- 99
NOTE- 53p.; Masters Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Processes; *Computer Uses in Education; High Schools; Instructional Improvement; Learning Experience;

trucks, and alternative fuels, fuel efficiency, and vehicle emissions. Contains approximately 260 tables and figures. Includes a glossary and an index. (MES)

ED 437 924 IR 019 887

Liu, Yuliang; Ginther, Dean
A Comparison of the Task-Oriented Model and the Social-Emotion-Oriented Model in Computer-Mediated Communication.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Southwestern Psychological Association Conference (45th, Albuquerque, NM, April 1-3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Comparative Analysis; *Computer Mediated Communication; Literature Reviews; Models; Participant Characteristics; *Research Methodology; Research Needs; Social Influences; Social Psychology; Task Analysis; Telecommunications; Theories
IDENTIFIERS- Emotions; *Task Orientation

Compared with other media, computer-mediated communication (CMC) is a relatively new mode of communication that has emerged in the past two decades. In the past decade, there has been a growing body of research on CMC. There are two dominant models of CMC: the task-oriented and the social-emotion-oriented. This review discusses, compares, and contrasts several major aspects of these two models. Results indicate that both models share similarities in three areas: research methods, participants' characteristics, and task characteristics. However, the models have differences in three other areas: theoretical foundations, technology and experimental duration in research methodology, and major findings. Suggestions for future CMC research are proposed in order to more clearly identify the nature of CMC environments. (Contains 93 references.) (Author/MES)

ED 437 925 IR 019 888

Tsai, Chin-Chung; Lin, Sunny S. J.
An Analysis of Attitudes toward Computer Networks and Internet Addiction.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Attitudes; Affective Behavior; Attitude Measures; *Computer Attitudes; *Computer Networks; Foreign Countries; High Schools; *Internet; Predictor Variables; Users (Information)
IDENTIFIERS- *Addictive Behavior; Taiwan

The purpose of this study was to explore the interplay between young people's attitudes toward computer networks and Internet addiction. After analyzing questionnaire responses of an initial sample of 615 Taiwanese high school students, 78 subjects, viewed as possible Internet addicts, were selected for further explorations. It was found that subjects' attitudes toward computer networks could explain many aspects of Internet addiction. However, students' perceptions or behaviors on

PUB DATE- 99
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change; *Futures (of Society); Information Policy; Information Technology; Library Administration; *Library Development; Library Materials; Library Networks; Library Role; Library Services; Technological Advancement; User Needs (Information)
IDENTIFIERS- Digital Technology; Technology Role

Challenging popular prognostications and asserting that the complex mix of technologies projects suggests no clear path to the future, this book offers an alternative model to a simplistic digital future. The book is divided into four main parts. Chapters in the first part, "Being Analog," consider the need to get over the digital utopia, recognizing that ever-shifting complex combinations of digital and analog collections must replace the dreams of digital futures. Part 2, "Libraries and Librarians," focuses on libraries of the future as complex places providing complex services, illustrates that the strength in libraries lies in their diversity, and discusses the importance of continuing library education in this age of constant change. Part 3, "Resources and Users," highlights the need to stay in contact with users as decisions are made about new media. The fourth part, "Creating Tomorrow's Libraries," discusses cataloging, partnerships between libraries and the community and among the community of libraries, and new library roles. (Contains a bibliography and an index.) (AEF)

ED 437 944 IR 057 573

Schmidt, Karen A., Ed.
Understanding the Business of Library Acquisitions. Second Edition.
PUB DATE- 99
NOTE- 395p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ethics; Information Industry; *Library Acquisition; *Library Administration; *Library Collection Development; *Library Material Selection; Library Personnel; Media Selection; Nonprint Media; Printed Materials; Publishing Industry; Scholarly Journals; Vendors

This expanded edition provides new information about successfully managing library acquisitions. Chapters include: "Acquisitions, the Organization, and the Future" (Carol Pitts Diedrichs and Karen A. Schmidt); "The Business of Book Publishing" (Patricia Glass Schuman and Charles Harmon); "The Business of Scholarly Journal Publishing" (Gary J. Brown); "Publishers, Vendors, Libraries: Troublesome Issues in the Triangle" (Audrey Melkin); "The Cost of Service: Understanding the Business of Vendors" (Scott Alan Smith); "Vendor Selection: Service, Cost, and More Service!" (Mary K. McLaren); "Vendor Evaluation" (Karen E. Cargille); "Selecting and Acquiring Materials from Abroad" (Thomas D. Kilton); "Approval Plans: Library-Vendor Partnerships for Acquisitions and Collection Development" (Joan Grant); "Acquiring Serials" (James R. Mouw); "Out-of-Print and sheets (Erin Barnett); (4) "Snacks around the World," including programs, bibliographies, and activity sheets (Paranita Carpenter); (5) "Tails around the World/Tales around the World," including programs, crafts, stories, a list of outside presenters, bibliographies, and coloring sheets (Ann Deaver); (6) "Time Traveler," including programs, storytimes, bibliographies, activities, crafts, and coloring sheets (Gail Ramsey). Includes clip art. (MES)

ED 437 964 IR 057 615

Arnone, Marilyn P.; Small, Ruth V.
WWW Motivation Mining: Finding Treasures for Teaching Evaluation Skills, Grades 1-6. Professional Growth Series.
PUB DATE- 99
NOTE- 241p.; For companion book for secondary school educators, see IR 057 616.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Evaluation Criteria; *Evaluation Methods; *Information Literacy; Information Skills; Inservice Teacher Education; Instructional Development; *Measurement Techniques; Media Selection; *Student Motivation; Teacher Workshops; *World Wide Web
IDENTIFIERS- Information Value; Technology Integration; Web Sites

Designed for elementary or middle school teachers and library media specialists, this book provides educators with practical, easy-to-use ways of applying motivation assessment techniques when selecting World Wide Web sites for inclusion in their lessons and offers concrete examples of how to use Web evaluation with young learners. WebMAC Junior--2000, a Web evaluation tool developed for use by elementary and lower middle school students to provide hands-on experience in evaluating the strengths and weakness of Web sites, is described and included. The book uses a workbook format and is organized into four major parts each containing several chapters: (1) "Motivation Mining for Information Literacy," including evaluation as a critical information skill and motivation mining and the Web; (2) "Mining Tools for Motivational Assessment," including using a motivational assessment tool to evaluate Web resources, administering and scoring the WebMAC Junior--2000, and interpreting results; (3) "Panning for Web Gold: Making Motivation Mining Work for You," including ideas from educators, other ideas for using the WebMAC instruments, and motivation mining into the future; and (4) "Sharing the Wealth," including a workshop for educators and teaching students to use WebMAC Junior--2000. Appendices include a content validity checklist, lesson plans, WebMAC Middle, WebMAC Junior Long Form, and the Web Site Investigator questionnaire. Includes an index. (MES)

ED 437 965 IR 057 616

Small, Ruth V.; Arnone, Marilyn P.
WWW Motivation Mining: Finding Treasures for Teaching Evaluation Skills, Grades 7-12. Professional Growth Series.
PUB DATE- 99
NOTE- 189p.; For companion book for elementary and middle school educators, see IR 057 615.

and the survey results and comments from both students and employers. Results indicated that 41% of graduates reported that they were very satisfied with their educational experience at the college, and only .04 % indicated that they were very dissatisfied. Fifty-six percent of the graduates who responded felt that their experiences at the college definitely improved their quality of life, 36% reported that the college had probably improved their life, and 2.5% reported that the college had not. No respondent reported that attending the college had definitely not improved their lives. Graduates graded the overall preparation for employment provided by the college as follows: A=28%, B=46%, C=21%, D=5% and F=0%. Employers graded the overall preparation for employment by the college as follows: A=11%, B=61%, C=27%, D=0%, F=1%. Overwhelmingly, employers responded "yes" 94% of the time if asked if they would consider rehiring another Horry-Georgetown student, 2% indicated they would not, and 4% were uncertain. (AF)

ED 437 985   JC 000 118

Boettcher, Judith; Conrad, Rita-Marie
Faculty Guide for Moving Teaching and Learning to the Web.
PUB DATE- 99
NOTE- 132p.; Support for the production of this publication provided by the Corporation for Research and Educational Networking (CREN).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Community Colleges; *Computer Uses in Education; Curriculum Development; Distance Education; *Educational Technology; Higher Education; *World Wide Web
IDENTIFIERS- *Technology Utilization

This book serves as a guide for faculty in using computers, the Internet and the World Wide Web as instructional tools in higher education. Chapter 1, "Introduction to the Internet and the Web for Higher Education", provides a brief history of the Internet and builds conceptual understanding of the Internet and its usefulness in education. Chapter 2, "Principles of Technology and Change to Guide our Journey to the Web," discusses principles behind technology innovation and provides key statistics. Chapter 3, "What We Know about Teaching and Learning," introduces the emerging educational environment on the Web. Chapter 4, "Envisioning, Planning and Identifying Resources," addresses general topics for faculty moving courses to the Web. Chapter 5, "Instructional Design Guidelines for Moving Courses to the Web," provides guidelines for initial course design. Chapter 6, "Steps in Developing Web Courses," presents a step-by-step process for course development. Chapter 7, "Tools and Resources for Creating Web Courses," describes five phases for moving a course to the Web. Chapter 8, "Web Course Models," provides several examples of Web courses. Chapter 9, "Creating and Sustaining Online Communities," discusses strategies for a collaborative learning environment. Chapter 10, "Issues in the Web Environment," focuses on four issues relevant to instructors. Finally, Chapter 11 provides perspectives on the future. Contains over 40 references. (RDG)

ED 437 986   JC 000 119

Adams, Julie, Ed.

Two California community colleges provided comparison data for a pilot study comparing basic skills and English as a Second Language (ESL) students in their progression through college English courses. The two colleges have different ESL populations, as well as different non-ESL populations. On the basis of demographic information and the complete transcript records from the district student information system, the authors assembled sets of basic skills student cohort databases. Using an SAS-based student tracking and research system, they investigated fundamental research questions about basic skills and ESL students: (1) Who are basic skills and ESL students? Are there clearly identifiable demographic and enrollment sub-group differences among them?; and (2) How do outcomes in basic skills courses affect the student pathways through the community college's English programs? The authors discuss the results of the pilot studies, as well as the tracking system and its applicability to institutional research. They developed a clearer picture of the different types of basic skills students, their academic aspirations, the barriers they face, what they actually accomplish, and how they go about it. They examined whether, and to what extent, basic skills instruction is a pathway to higher education for a large and growing number of community college students. (UWC)

ED 438 006 JC 000 150

Student Transfer Guide General Education Articulation Matrix, 1998-99.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); College Credits; College Transfer Students; Community Colleges; *Core Curriculum; Degree Requirements; Educational Policy; *General Education; Higher Education; Public Schools; *Required Courses; State Colleges; State Universities; *Transfer Policy
IDENTIFIERS- *Louisiana

This guide represents Louisiana public higher education's initial effort to improve the transfer process by making the process of transfer and evaluation of credit more easily understandable. A student transfer guide, this document includes a matrix of forty General Education college credit courses which (with few exceptions) can transfer between and among most of Louisiana's public two-year and four-year colleges and universities. The courses in this guide's matrix are typically referred to as "general education" or "core curriculum" courses. While for the most part all of these courses will transfer for credit between and among Louisiana's institutions, students must remember that these courses may or may not be applied to a particular degree program. This guide also includes contact information for the campus-designated individual at the eight two-year and 14 four-year institutions to whom inquiries may be directed regarding the transfer process. Additionally, information on tuition rates and office contacts for financial aid and housing are included for the student's use. The current Board of Regents' General Education requirements include 39 credit hours of college-level courses for a baccalaureate degree program (12 hours for an associate degree program), which include coursework in English, mathematics, computer literacy, natural sciences, arts, humanities, and social sciences. (UWC)

ED 438 007   JC 000 151

Annual Report, 1998-1999.
PUB DATE- 99
NOTE- 16p.; For the 1996-97 Annual Report, see ED 420 338.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accreditation (Institutions); *Accrediting Agencies; *Annual Reports; *Community Colleges; *Educational Assessment; Eligibility; Institutional Evaluation; Quality Control; *Two Year Colleges

This document presents the annual report of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, for 1998-1999, and contains the following: (1) Message from Commission Chair Leon Baradat; (2) Message from Executive Director David B. Wolf; (3) Commission Actions: Member Institutions, which include actions taken in January, 1999, for colleges with reaffirmed accreditation, accreditation continued, accepted midterm reports, midterm report not accepted, accepted focused midterm report with visit, accepted focused midterm report, accepted interim report, accepted progress report with visit, accepted progress report, placed on probation, accepted eligibility review, or accepted substantive change request. It also details actions taken in June, 1999, for colleges with reaffirmed accreditation, granted candidacy, accepted progress report, accepted progress report with visit, accepted midterm report, imposed show cause order, placed on probation, accepted addendum to annual report, approved substantive change report, substantive change report not accepted, and other actions; (4) Summary of Commission Actions on Member Institutions; (5) Commission Actions: Policy; (6) Staff Activities: A Summary, including campus visits, workshops and conferences, committee work, and publications; (7) Team Reports on Comprehensive Evaluations by Judith Watkins, Associate Executive Director; (8) ACCJC and Institutional Assessment by Darlene Pacheco, Assistant Director; (9) Budget Summary; and (10) a list of Commission and Staff members. (UWC)

ED 438 008   JC 000 152

Murillo, Alice
Factors Related to Faculty Acceptance of Community College Positions.
PUB DATE- 98
NOTE- 123p.; Ph.D. Dissertation, Florida State University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Freedom; *Community Colleges; *Faculty Recruitment; *Teacher Attitudes; Teacher Employment; *Teacher Employment Benefits; *Teacher Persistence; Teacher Recruitment; Teacher Salaries; *Teaching Conditions; Two Year Colleges
IDENTIFIERS- *California Community Colleges

The purpose of this research was to investigate how important the six literature-identified recruitment factors of Benefits, Institutional Climate, Diversity, External Influences, Prestige, and Working Conditions were to California community

ED 438 026 PS 028 117

Pianta, Robert C., Ed.; Cox, Martha J., Ed.
The Transition to Kindergarten. A Series from the National Center for Early Development and Learning.
PUB DATE- 99
NOTE- 404p.; Derived from "The Transition to Kindergarten: A Synthesis Conference" (Charlottesville, VA, February 18-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Childhood Needs; Disabilities; Diversity (Student); Early Childhood Education; Educational Improvement; Educational Policy; *Educational Practices; Family Characteristics; *Kindergarten; Learning Readiness; *Preschool Children; *School Readiness; *Student Adjustment; *Teacher Role; Transitional Programs
IDENTIFIERS- Transitional Activities

On the premise that early school transitions affect children's future educational success and that these critical transitions need to be improved, this book explores the research on early schooling and reexamines educational beliefs, policies, and practices relating to the first years of school, including readiness assessment, entrance ages, diversity, and personnel preparation. The chapters are: (1) "Introduction: An Ecological Approach to Kindergarten Transition" (Robert C. Pianta, Sara E. Rimm-Kaufman, and Martha J. Cox); (2) "Early Schooling and Social Stratification" (Doris R. Entwisle and Karl L. Alexander); (3) "Assessing Readiness" (Samuel J. Meisels); (4) "Promoting Educational Equity and Excellence in Kindergarten" (Nicholas Zill); (5) "Diverse Perspectives on Kindergarten Contexts and Practices" (Elizabeth Graue); (6) "Families and Schools: Rights, Responsibilities, Resources, and Relationships" (Sandra L. Christenson); (7) "Changing Schools for Changing Families" (Gary B. Melton, Susan P. Limber, and Terri L. Teague); (8) "Beginning School for Children at Risk" (Craig T. Ramey and Sharon L. Ramey); (9) "Children with Disabilities in Early Elementary School" (Mark Wolery); (10) "Kindergarten Practices with Children from Low-Income Families" (Barbara T. Bowman); (11) "Research on the Transition to Kindergarten" (John Wills Lloyd, Donna R. Steinberg, and Mary K. Wilhelm-Chapin); (12) "Personnel Preparation and the Transition to Kindergarten" (Richard M. Clifford); (13) "The Practice of Effective Transitions: Players Who Make a Winning Team" (Laura B. Smolkin); (14) "Policy and the Transition Process" (James J. Gallagher); and (15) "The Changing Nature of the Transition to School: Trends for the Next Decade" (Robert C. Pianta and Martha J. Cox). Each chapter contains references. (HTH)

ED 438 027 PS 028 173

Bal, Susan A.; Goc, Jennifer D.
Increasing Parent Involvement To Improve Academic Achievement in Reading and Math.
PUB DATE- 99
NOTE- 57p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)

learning disabilities and children whose first language is not English. The paper concludes by asserting that programs should begin slowly to develop supports for children's literacy, develop one literacy support at a time, and seek advice from local experts or other after school programs. The paper's appendix contains additional information, including publications of interest and contact information for organizations that can help after school providers explore ways to support children's literacy development. (Contains 28 references.) (KB)

ED 438 046 PS 028 244

Coltoff, Philip; Torres, Myrna; Lifton, Natasha
The Human Cost of Waiting for Child Care: A Study.
PUB DATE- 99
NOTE- 23p.; Photographs by Bill Foley.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Day Care Effects; Early Childhood Education; Economically Disadvantaged; *Employed Parents; *Low Income Groups; Surveys
IDENTIFIERS- Child Care Costs; *Child Care Needs; *New York (New York); Parent Surveys; Subsidized Child Care Services; Welfare to Work Programs

This study sought to put a human face on child care finances in New York City by documenting the everyday struggles of low-income working families, and those making the transition from welfare to work, who are unable to obtain good quality, stable child care. The Children's Aid Society surveyed 150 parents on child care waiting lists maintained by established community-based child care agencies. Specific findings were: (1) 77 percent of families believed that their current child care situations were negatively affecting their children; (2) over 70 percent of families used an unregulated child care arrangement; (3) 49 percent of families with incomes of $6,000 to $12,000 spent between 20 and 50 percent of their income on child care; (4) 36 percent of parents said they were either unable to work or had lost their jobs, 20 percent said they had been late or missed work, and 16 percent went on public assistance because of lack of quality child care; (5) 64 percent of parents said they wanted child care that emphasized education and school readiness skills; (6) families participating in welfare-to-work activities did not know about their rights to a range of subsidized child care options and the availability of transitional child care benefits once they left welfare for work; and (7) many low-income working families did not know that they were eligible for a child care subsidy, nor that the Agency for Child Development exists and is the primary city agency responsible for providing child care assistance. Based on the findings, recommendations to improve the quality of child care in New York City were devised, including: (1) additional child care funding must be used to expand the supply of regulated, high quality child care; and (2) a single agency should administer all child care subsidies in the city. (EV)

ED 438 047 PS 028 245

Zeanah, Charles H., Jr., Ed.
Handbook of Infant Mental Health. Second Edition.
PUB DATE- 00
NOTE- 589p.

ED 438 064 PS 028 264

Rochat, Philippe, Ed.
Early Social Cognition: Understanding Others in the First Months of Life.
PUB DATE- 99
NOTE- 342p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Attention; Developmental Stages; *Infants; Interaction; Language Acquisition; *Social Cognition; *Social Development; *Social Science Research; *Toddlers
IDENTIFIERS- Emotional Regulation; *Theory of Mind

In recent years, much stimulating research has emerged in relation to children's theories of mind, construed as the understanding of others' intentions, beliefs, and desires. Within that context, there is renewed interest in the developmental origins of social cognition. An expression of that new interest, this book assembles current conceptualizations and research on the precursors of joint engagement, language, and explicit theories of mind. The book is divided into four parts, covering: the nature and development of social cognition in infancy; recent empirical findings on the developing ability in young infants to detect whether caretakers and social partners are attentive and responsive to their own behavior in social exchanges; the early development of infants' ability to monitor others in their action, gazing, animacy, and emotion; and commentary discussing the basic theoretical assumptions guiding current research on early social cognition. The chapters of the book are: (1) "Social-Cognitive Development in the First Year" (Philippe Rochat and Tricia Striano); (2) "The Ontogeny of Human Infant Face Recognition: Orogustatory, Visual, and Social Influences" (Elliott M. Blass); (3) "Vitality Contours: The Temporal Contour of Feelings as a Basic Unit for Constructing the Infant's Social Experience" (Daniel N. Stern); (4) "Social Cognition and the Self" (Michael Lewis); (5) "Early Socio-Emotional Development: Contingency Perception and the Social-Biofeedback Model" (Gyorgy Gergely and John S. Watson); (6) "Infants' Sensitivity to Imperfect Contingency in Social Interaction" (Ann E. Bigelow); (7) "Young Infants' Perception of Adult Intentionality: Adult Contingency and Eye Direction" (Darwin Muir and Sylvia Hains); (8) "Early Perception of Social Contingencies and Interpersonal Intentionality: Dyadic and Triadic Paradigms" (Jacqueline Nadel and Helene Tremblay-Leveau); (9) "Action Analysis: A Gateway to Intentional Inference" (Dare A. Baldwin and Jodie A. Baird); (10) "Gaze Following and the Control of Attention" (Chris Moore); (11) "Infants' Distinction between Animate and Inanimate Objects: The Origins of Naive Psychology" (Diane Poulin-Dubois); (12) "Emotion Regulation and Emergence of Joint Attention" (Lauren B. Adamson and Connie L. Russell); and (13) "Social Cognition before the Revolution" (Michael Tomasello). Each of the chapters contains references. (HTH)

ED 438 065 PS 028 265

Hujala, Eeva, Ed.; Puroila, Anna-Maija, Ed.
Towards Understanding Leadership in Early Childhood Context: Cross-Cultural Perspectives. Acta Universitatis Ouluensis, E Scientique Rerum Socialium 35.
PUB DATE- 98
NOTE- 201p.; Based on papers presented during the first mutual

caregiver, to provide the child with the greatest possible sense of connections and continuity. The program is directed to field practitioners currently providing services to children in kinship care, or preparing to do so, and is geared towards the needs after the decision has been made to place the child with the kinship caregiver. Part 1 of the manual delineates guiding principles for service delivery, presents characteristics of the kinship care delivery model, provides an overview of the curriculum, details trainer qualifications, and discusses ways to use the manual. Part 2 presents seven training modules for use by trainers, totaling 28 hours of training over 6 days: (1) introduction to kinship care; (2) kinship care service delivery model; (3) assessing the triad family system; (4) the extended family meeting; (5) intervention strategies and service techniques; (6) culturally competent kinship care; and (7) terminating services in kinship care. Each training module lists the competency to be covered, related learning objectives, the session length, participant resources, materials, and training content, with the activities numbered sequentially. Part 3 is an appendix listing worker competencies covered in each module. (Contains 21 references.) (KB)

ED 438 083   PS 028 288

Afterschool Alert: Poll Report. A Report of Findings from the 1999 Mott Foundation/JCPenney Nationwide Survey on Afterschool Programs.
SPONS. AGENCY- Department of Education, Washington, DC.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *After School Programs; *Children; Elementary Secondary Education; *Latchkey Children; National Surveys; Public Opinion; *Public Support
IDENTIFIERS- Availability (Programs and Services); Program Characteristics

This report summarizes key findings from a 1999 nationwide poll regarding support and demand for after-school programs. Participating in the poll were 1,100 adults over age 18 who are registered to vote, and an oversample of 100 parents of school-age children. The findings indicated that 92 percent of respondents agreed that there should be an organized activity/place for children and teens after school every day; over 80 percent believed that after-school programs are a necessity. Support was strong among both parents and nonparents and crossed partisan lines. After hearing a description of an after-school program, respondents overwhelmingly favored a program that would take place from 3:00 to 6:00 P.M., 5 days a week, and that would provide fun, enriching learning opportunities extending beyond schools' traditional academic style. School districts and parents' groups were identified as those responsible for setting up after-school programs. Knowing such programs would cost $1,000 per child per school year, 66 percent of respondents were still willing to use additional federal or state taxpayer money to make daily after-school programs accessible to all children. Two-thirds of the respondents did not think there are enough after-school programs available. Over 70 percent thought expanding after-school programs was an issue that should be addressed by businesses in the community. The characteristics considered by

ED 438 101 PS 028 311

Aldridge, Michelle; Wood, Joanne
Interviewing Children: A Guide for Child Care and Forensic Practitioners. Wiley Series in Child Care and Protection.
PUB DATE- 98
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Caseworker Approach; Check Lists; Child Caregivers; *Child Welfare; *Children; Data Collection; *Evidence (Legal); Foreign Countries; Interpersonal Communication; *Interviews; Language Proficiency; *Questioning Techniques; Self Evaluation (Individuals); *Sexual Abuse
IDENTIFIERS- Evidence Based Practice; Interviewer Effects; Interviewers; Wales; *Witnesses

Because a child witness' account is often the only source of information about an alleged incidence of sexual abuse, it becomes imperative to obtain an accurate account from the child so that justice may be achieved. This book provides information on children's linguistic ability in relation to videotaped interviews conducted since the introduction of the Memorandum of Good Practice in North Wales, guidelines on making videotapes of child interviews to obtain information for use in criminal proceedings. The book is based on 100 English transcripts of videotaped interviews with 3- to 12-year-olds. Most of the cases involved the victim of alleged sexual abuse with little corroborating evidence. Interviews were supported by survey information collected by police officers. The chapters of the book generally trace the approach to interviewing as outlined in the Memorandum: (1) "Talking and Listening to Children," including information on the Memorandum and children's language development; (2) "Establishing Rapport," including timing and location of interviews; (3) "Free Narrative Phase: Listening to Children," discussing how adequate narrative opportunities can be provided and how interviewers can support narrative in a nonleading way; (4) "Asking Questions," considering how children acquire an understanding of different types of "wh-" questions, and containing a checklist for interviewers; (5) "Interviewing Observed: Child Language and Development," focusing on children's ability to understand the words that are likely to be used in the investigative interview; and (6) "Interviewing Children with Special Needs," discussing challenges in interviewing children with disabilities, bilingual children, and minority language speakers. (Contains approximately 150 references.) (KB)

ED 438 102 PS 028 313

Farber, Betty, Ed.
My Self, My Family, My Friends: 26 Experts Explore Young Children's Self-Esteem.
PUB DATE- 00
NOTE- 317p.; Foreword by Neala S. Schwartzberg.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-

Childress, Michael T., Ed.; Sebastian, Billie M., Ed.; Schirmer, Peter, Ed.; Smith-Mello, Michal, Ed.
Exploring the Frontier of the Future: How Kentucky Will Live, Learn and Work.
PUB DATE- 96
NOTE- 283p.; For selected individual chapters, see RC 022 248-255. Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Economic Factors; *Educational Trends; Elementary Secondary Education; *Employment Patterns; *Population Trends; Postsecondary Education; *Social Indicators
IDENTIFIERS- *Economic Trends; Environmental Trends; *Kentucky

This report provides Kentucky policymakers with information on economic, educational, demographic, and environmental trends and issues with implications for policy decisions. Following an introduction, "Past as Prologue" (James C. Klotter), the 28 chapters are presented in 5 sections: "The White Picket Fence: Trends Affecting the Quality of Life in Kentucky Communities"; "Our Emerging Culture of Learning"; "Our Changing Economy"; "Environmental Trends and Futures"; and "Government and Civic Participation." Chapters are: "Migration in Kentucky: Will the Circle Be Unbroken?" (Michael Price); "Growing Old in Kentucky: The Approaching Age of Age" (Graham D. Rowles, John F. Watkins); "Families and Children: The Common Wealth of Kentucky" (Stephan M. Wilson); "Poverty in Kentucky" (Miriam Fordham, Dan Jacovitch); "Assessing the Future of Housing in Kentucky" (F. Lynn Luallen); "The View from the Heart of the Health Care Revolution" (Forrest Calico); "The Contours of Crime" (John Curra); "Kentucky and the State of Human Rights" (Saundra C. Ardrey); "The Earnings of Dropouts and High School Enrollments: Evidence from the Coal Boom and Bust" (Dan Black, Kermit Daniel, Seth Sanders); "Trends and Issues Affecting Primary and Secondary Education" (Robert F. Sexton, Stephen K. Clements); "The Ivory Tower Under Siege" (Michal Smith-Mello); "Workforce Training Issues" (Stephan J. Goetz); "Industry Trends: Jobs and Earnings" (Stephan J. Goetz, Peter Schirmer); "Occupational Trends: Education, Technology, Trade, and Corporate Restructuring" (Peter Schirmer, Stephan J. Goetz); "Kentucky's Coal Industry: Historical Trends and Future Opportunities" (Gerald A. Weisenfluh, James C. Cobb, John C. Ferm, Carol L. Ruthven); "The Volatile and Uncertain Outlook for Tobacco in Kentucky" (William M. Snell); "Negotiating the New Social Contract" (Michal Smith-Mello); "Income Inequality in Kentucky" (Amitabh Chandra); "Trends and Future Values in Technology" (Dick Dedic); "Ready or Not: Kentucky in the Global Economy" (Chris Sauer); "Agricultural Exports: Opportunities for Kentucky's Farmers" (Michael Reed); "Kentucky's Transportation System: Current Trends and Future Issues" (Ted Grossardt); "Information Technology: Perspectives and Trends" (Doug Robinson); "Kentucky's Environmental Trends: Progress and Problems" (Leslie Cole); "Kentucky's Economic Trends and Environmental Futures" (Peter B. Meyer); "Trends in Kentucky Taxes and Their Implications for Future Tax Policy" (William H. Hoyt); "$5.8 Billion and Change: An Exploration of Long-Term Budgetary Trends" (Peter Schirmer, Michael T. Childress, Charles C. Nett); and "Trends in Civic Participation" (Paul Blanchard). (Contains references in each chapter, approximately 125 figures and data tables, a glossary, and author profiles.) (SV)

ED 438 120 RC 022 248

"meditation" is replaced with "awareness" or "mindfulness." Meditation is awareness of one's thoughts, emotions, and feelings through full engagement in the present moment. Concentration is required in all meditation practices; a basic difference between various meditation forms is the primary focus of concentration. Common meditation principles are regulation of posture, regulation of breath, and regulation of concentration by focusing on breath. Two meditations that students can use in the wilderness--mountain meditation and river meditation--are briefly described. (SV)

ED 438 138 RC 022 267

Mullinix, Bonnie B.
Spiraling towards Sustainability: Supporting Facilitator and Training Program Development through Experiential Learning.
PUB DATE- 99
NOTE- 9p.; In: Selected Monographs from the Association for Experiential Education International Conference (27th, Rochester, NY, October 1999); see RC 022 262.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Experiential Learning; Foreign Countries; *Indigenous Personnel; Mentors; *Program Development; Trainers; Training Methods
IDENTIFIERS- Facilitators; *Namibia; *Train the Trainer

This paper describes the history of a 4-year evolution of the Namibian Trainer of Trainers (ToT) program from conceptualization to sustainable implementation. After 23 years of armed struggle, most Namibian adults were in need of skills and knowledge. The project had been designed to reach out to historically disadvantaged populations and support development through adult education and action. The implementing organization, World Education, soon realized that existing Namibian nongovernmental organizations (NGOs) could carry out the program most effectively. Each NGO worked with World Education to tailor a support package that would best help them to reach their populations with needed services while increasing their capacity to do so. Among the support offerings most frequently accessed was the ToT program. To ensure a firm grounding in the sociopolitical and cultural context of Namibia, the design and development of ToT had to incorporate Namibian trainers. The program was designed to be true to andragogical principles; incorporate the experiential learning cycle both within and across sessions; and create active, constructive, and engaging environments. Each of the program's 4 years (cycles) is described in terms of the experiential learning spiral, as participants progressed from trainees to facilitators, then mentors, then master trainers. The mentored support of facilitator development along the experiential learning spiral is a carefully scaffolded cognitive apprenticeship. Today, Namibia has a self-replicating community of certified participatory trainers capable of designing and implementing a wide range of adult educational programs. (Contains 16 references.) (SV)

ED 438 139 RC 022 268

St. John, Michael J.
W.A.S.H. (We All Speak Here!) and a Learning Model.
PUB DATE- 99

Education; *Language Maintenance; *Second Language Instruction
IDENTIFIERS- Endangered Languages; ERIC Digests

This digest considers issues, possible solutions, and successful efforts in dealing with Native language loss, maintenance, and restoration in American Indian and Alaska Native communities and schools. The preservation and maintenance of the remaining 210 tribal languages is a major cultural and education concern in Native communities. The problem is urgent, as most Native languages show tell-tale signs of endangerment: declining numbers of all speakers and of fluent speakers; lack of child speakers; and declining language use at social gatherings, at ceremonies, and in the home. Issues include the relationship between language and culture, lack of trained Native language teachers and curriculum materials, student peer pressure not to learn or use the tribal language, religious issues, lack of an acceptable orthography, dialectic differences, urban tribal diversity, and the extent of community support. Indigenous peoples who have had success in their language maintenance efforts share several characteristics: acknowledgment that the language is important enough to save in perpetuity, immersion experiences, literacy programs, community input and assistance, preschool programs, and extensive school programs that integrate language and culture. (Contains 10 references.) (SU)

ED 438 156 SE 063 031

Barry, Dana M.
Science and Poetry.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; High Schools; *Integrated Activities; Middle Schools; *Poetry; *Science Instruction; *Scientific Concepts; *Writing Across the Curriculum

This paper presents ideas for and examples of using poetry to teach science at the middle school and high school levels. These poems can be used to teach science lessons because they contain science terms. Students will learn science while defining and discussing these terms and realize that science relates to everything. The poems are "A Snow Man," "Baseball," and "Bright Star." (WRM)

ED 438 157 SE 063 035

Japanese Government Policies in Education, Science, Sports and Culture, 1997. Scientific Research: Opening the Door to the Future.
PUB DATE- 98
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Futures (of Society); Higher Education; Long Range Planning; *Public Policy; *Research and Development; *Science and Society; Scientific Enterprise; Strategic Planning
IDENTIFIERS- *Japan

This document outlines the basic philosophy and policies of the Japanese Ministry of Education, Science, Sports and Culture introductory physics course for physics majors. Many significant changes can result. One can rearrange some content to be more physically appropriate, include more realistic problems, and introduce some contemporary topics. One can begin training the student in professional research-related skills at an earlier stage than is traditional. The inclusion of carefully considered computer content requires an increased emphasis on qualitative and analytic thinking. (Contains 20 notes and 5 figures.) (Author/NB)

ED 438 182 SE 063 211

Redish, Edward F.
Millikan Award Lecture (1998): Building a Science of Teaching Physics.
PUB DATE- 00
NOTE- 19p.; Originally published in the American Journal of Physics, v67 p562-73, 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Research; Higher Education; Learning Strategies; *Physics; *Science Instruction; *Teaching Methods

Individual teachers of college level physics sometimes develop deep insights into how their students learn and what elements of classroom instruction are valuable in facilitating the learning process. Yet, these insights rarely persist beyond the individual instructor. Educational methods seem to cycle from one fad to another, rarely cumulating increasingly powerful knowledge in the way scientists expect understanding to grow. This paper explores the character of our understanding of the physical world and of teaching about it. The critical factor is using "the culture of science", the set of processes that allows us to build a community consensus knowledge base. Elements of the beginning of a base for our educational knowledge are discussed, and examples are given from discipline-based physics education research. (Contains 52 notes.) (Author/NB)

ED 438 183 SE 063 212

Redish, Edward F.; Saul, Jeffery M.; Steinberg, Richard N.
On the Effectiveness of Active-Engagement Microcomputer-Based Laboratories.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 16p.; Originally published in the American Journal of Physics, v65 p45-54, 1997.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; Computer Uses in Education; Force; Higher Education; *Learning Processes; Mechanics (Physics); *Physics; Science Education; Scientific Concepts; *Teaching Methods; Tutorial Programs; *Velocity

This paper reports on the results of substituting one-hour active-engagement tutorials using microcomputer based laboratory (MBL) equipment for traditional problem-solving recitations in introductory calculus-based mechanics classes for engineering students at the University of Maryland. The results of two specific tutorials--one on the concept of instantaneous velocity and one on Newton's third law--were probed using landed here in 1620. The booklet contains pre-visit, on site, and post-visit activities, along with a list of educational objectives and materials needed. It also presents historical background information, which portrays portrays the Pilgrims as "a small group of people who made a great impact on world history." The booklet also reproduces the Mayflower Compact, the testament signed by the male members of the colony. Quotes from Governor William Bradford are included, as is a "Pilgrim Study Sheet." (BT)

ED 438 204 SO 031 211

Baptism of Fire: Soldiers and Civilians at the First Battle of Manassas. Teacher Resource Guide and Student Activity Guide.
PUB DATE- 99
NOTE- 186p.; Accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); Elementary Education; *Experiential Learning; *Military Personnel; Primary Sources; *Social Studies; *United States History
IDENTIFIERS- *Manassas National Battlefield Park VA

This curriculum-based program uses activities in language arts, mathematics, art, and history to introduce upper elementary students to the events and people of the Civil War's first major battle, Manassas Junction (Virginia). The resource guide, video, and park visit components of the program provide students with a better understanding of the Civil War and the importance of Manassas to U.S. history. The goal is to illustrate to students how the First Battle of Manassas affected and changed the lives of all citizens, soldiers and civilians alike, by allowing them to experience history where it occurred. The teacher's guide contains explanations and background information on pre-visit, visit, and post-visit student activities. The guide's focus is on 50 soldiers in the 27th Virginia Infantry Regiment. A brief profile is provided for each one. The student activity guide (each student follows the exploits of a real soldier at Manassas) includes diverse activities and maps, as well as a resource list. (BT)

ED 438 205 SO 031 252

VanFossen, Phillip J.
"Teachers Would Have To Be Crazy Not To Use the Internet!": A Preliminary Analysis of the Use of the Internet/WWW by Secondary Social Studies Teachers in Indiana.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (79th, Orlando, FL, November 19-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Computer Literacy; High Schools; *Internet; Mail Surveys; Middle Schools; *Social Studies; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Indiana; Teaching Research; Technology Integration

A study gathered detailed baseline data on Indiana secondary (grades 7-12) social studies teachers use of the Internet/WWW after finishing high school and to graduate from a university in four years. Both the Guamanian and Japanese women are willing to achieve a sense of self-worth and self-satisfaction through working and earning income and show a similar preference regarding the life course selection, in spite of their different characteristics. However, the findings of this sample also suggest that Japanese professional women perceive higher gender discrimination in promotion and than do Guamanian women. A large number of Guam undergraduate women had part time jobs and many of them had children regardless of their marital status. By contrast, most of the Japanese undergraduate women were full time students and were not married yet. For Guamanian women such actions as getting married in their 20s or 30s and having a child contributed to life course selection, and for Japanese women such actions as having a profitable job and becoming a mentor for the next generation contributed to the selection. Contains 6 tables of data, 42 references, and 3 figures. (BT)

ED 438 224 SO 031 373

La Pierre, Sharon D., Ed; Stokrocki, Mary, Ed.; Zimmerman, Enid, Ed.
Research Methods and Methodologies for Multicultural and Cross-Cultural Issues in Art Education. Crossing Cultural, Artistic, and Cyber Borders: Issues and Examples in Art Education Conference (Tempe, Arizona, January 7-8, 2000).
PUB DATE- 00
NOTE- 51p.; Co-sponsored by the Arizona Art Education Association (AAEA). Officially endorsed by the International Society for Education through Art (InSEA) and the Seminar for Research in Art Education (SRAE). Part of this publication was paid for by the Arizona Arts Education Research Institute (AAERI).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; *Cross Cultural Studies; *Diversity (Student); *Educational Research; Elementary Secondary Education; Ethnography; Qualitative Research; *Research Methodology
IDENTIFIERS- Authentic Assessment; Cross Cultural Teaching; Multicultural Assessment; *Researcher Role
This monograph is the outgrowth of a conference that explored research concerns related to multi-cultural and cross-cultural contexts in art education. In the monograph, presentations are organized into three sections. Section 1 deals with basic research methods and methodologies, and introduces new methodological perspectives for consideration. Section 2 discusses qualitative methods of research and how to conduct such research in multicultural and cross-cultural settings. Section 3 deals with authentic research issues of assessment and how this determines what is appropriate in multi-cultural and cross-cultural contexts. The final section relates everything to a panel discussion that finalized a series of events which preceded the conference opening (January 6, 2000). Chapter titles include: (1) "Finding Common Ground for Research Methods and Methodologies from an Artistic Perspective" (Sharon D. La Pierre); (2) "Before Choosing a Research Method" (Peter Smith); (3) "An Ecological Approach to Art Education Research for Diverse Populations" (Bernard Young); (4) "Nutrition, Flavor and Aesthetic Appeal: The Process of Preparing and Publishing Research Data" (Elizabeth J. Garber); (5) "The Art

for the federally funded free or reduced-price school lunch program tended to score lower than students not eligible for this program. (LB)

ED 438 245   SP 038 756

Correa, Jorge; Bauch, Patricia A.
Teacher Perceptions of Parent and Teacher Participation in Shared Decision Making.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Parent Participation; Parent Role; Parents; *Participative Decision Making; Professional Autonomy; *Teacher Attitudes; *Teacher Influence; *Teacher Participation; Teacher Role; Teachers
IDENTIFIERS- Florida; Teacher of the Year

The examination of teachers' perceptions of the role of parent and teacher participation in shared decision making provides insight on whether teachers view themselves as influencing decision making at their schools. The study explored the perceptions that Florida teachers of the year have about the involvement of teachers, administrators, and parents in schoolwide decision making and the influence of teachers and parents on decisions made in specific areas. The data used in this study is from a survey that was mailed to 1996 and 1997 Florida Teachers of the Year, representing 67 counties. The award teachers received three copies of the survey with instructions for them to select two associate teachers to complete and return two of the surveys. The return rate was 49.5 percent, including 92 award teachers. Results of principal components analyses suggest that survey item intercorrelations were explained by three constructs. These constructs, identified as Shared Decision Making, Teacher Influence and Parent Influence, summarized the respondents' perceptions regarding the nature of the role of parent and teacher participation in making shared decisions. The responses on teacher influence were divided into two categories--High and Low--to further examine possible if differences between these two groups may be attributed to teacher and school characteristics. The majority of the respondents, 67.6%, viewed themselves as having high influence; 73% viewed parents as having high influence too. Among respondents, teachers in the middle and high school are more likely to view themselves as having low influence in decision making, whereas elementary school teachers are more likely to view themselves as having high influence in decision making. Teachers who view themselves as having high influence tend to express greater satisfaction with the level of shared decision making at their school than those teachers who view themselves as having low influence in decision making. Contains 31 references. (Author/SM)

ED 438 246   SP 038 982

Witcher, Ann; Onwuegbuzie, Anthony J.
Characteristics of Effective Teachers: Perceptions of Preservice Teachers.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-

statewide professional development programs. (Contains 30 references.) (SM)

ED 438 265   SP 039 013

Ward, James G.; St. John, Edward P.; Laine, Sabrina W. M.
State Programs for Funding Teacher Professional Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Continuing Education; *Educational Finance; Elementary Secondary Education; *Faculty Development; Federal Aid; Higher Education; Inservice Teacher Education; Public Education; *State Aid; State Government; *State Programs; Teacher Improvement
IDENTIFIERS- Illinois; Indiana; Iowa; Michigan; Minnesota; Ohio; State Policy

State mandates for teacher professional development and continuing education, and funding for those mandates are a high profile topic in the North Central region. Examination of specific state requirements for professional development, the relationship among professional development, teacher certification, and continued employment, and direct state payments to teachers for professional development are critical to better understand state policy. The study investigated what funds were available for professional development from state and federal sources in the various states; how those funds were allocated to intermediate entities and local districts; and what requirements were imposed by the states for the expenditure of the funds. An analysis of six states (Illinois, Indiana, Iowa, Michigan, Minnesota, and Ohio) indicates that some states used intermediate school districts or intermediate service agencies for the design and delivery of teacher professional development. Most states had continued certification requirements that had to be met for continued employment in the state. Six patterns emerge as researchers examine state responses regarding issues making up the policy context for state-funded teacher professional development. Policymakers need to ask how instrument will translate into desired school outcomes, and what types of policy mechanics will best serve their purposes. (Contains 15 references.) (SM)

ED 438 266   SP 039 014

Copenhaver, Jeane Fullmore; Tobin, Barbara; Lamme, Linda Leonard
Creating Curriculum Online: A Cross-Campus, Cross-Disciplinary Project for Preservice Teachers.
PUB DATE- 96
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Chicago, IL, November 21-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Cooperative Planning; *Curriculum Development; *Electronic Mail; Elementary Secondary Education; Higher Education; Integrated Curriculum; Internet; Preservice Teacher Education; Student Teachers; Teacher

LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Higher Education; National Surveys; Research Methodology; *Research Reports; *School Statistics; Tables (Data)
IDENTIFIERS- *National Center for Education Statistics

This Quarterly gives a comprehensive view of work done across all parts of the National Center for Education Statistics (NCES). Each issue includes short publications, summaries, and descriptions that cover all NCES publications and data products released during a 3-month period. To further stimulate ideas and discussion, each issue also incorporates a message from NCES on an important and timely subject in education statistics and a featured topic of enduring importance with invited commentary. As part of an overall effort to make reliable data more accessible, the Quarterly provides a quick way to identify information of interest, review key facts and figures, and obtain references to detailed data and analyses. (SLD)

ED 438 286 TM 030 592

Student Performance Results, 1997-1998. Texas Student Assessment Program. TAAS and End-of-Course Examinations. Statewide and Regional Results.
PUB DATE- 98
NOTE- 325p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Algebra; Biology; Elementary Secondary Education; Reading Tests; Spanish; Tables (Data); Test Format; *Test Results
IDENTIFIERS- *Exit Examinations; *Texas Assessment of Academic Skills

This report outlines student performance results from the Texas Assessment of Academic Skills (TAAS) for the 1997-1998 school year as well as results from the Spanish TAAS tests and the Biology I and Algebra I end-of-course examinations. Data represent test results for students not in special education. The chapters are: (1) "Executive Summary"; (2) "Assessment Program Overview"; (3) "TAAS Results by Grade Level: Spring 1998"; (4) "End-of-Course Examinations: Spring 1998"; (5) "Benchmark Testing: Spring 1998"; (6) "TAAS and End-of-Course Regional Results"; and (7) "A Study of the Correlation of Course Performance and TAAS Performance on the Grade 3 TAAS Reading Test." Thirty-nine result reports are included. Eleven appendixes contain supplemental information and summary reports. (SLD)

ED 438 287 TM 030 593

Technical Digest for the Academic Year 1997-1998. Texas Student Assessment Program.
PUB DATE- 98
NOTE- 616p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

(070),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Evaluation Methods; *Inferences; Psychometrics;
*Scores; *Validity

This paper explores the historical evolution of views of score validity beginning with J. Guilford (1946) and ending with the writings of L. Cronbach (1989), S. Messick (1989), M. Kane (1992), P. Moss (1992), and L. Shepard (1993). Current treatments of validity have emphasized that it is the inferences made from scores, and not tests, that are valid (L. Wilkinson and the American Psychological Association Task Force on Statistical Inference, 1999). Recent treatments have increasingly emphasized the importance of considering falsification in evaluating validity. (Contains 15 references.) (Author/SLD)

ED 438 310 TM 030 621

Hanson, Bradley A.; Beguin, Anton A.
Separate versus Concurrent Estimation of IRT Item Parameters in the Common Item Equating Design.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equated Scores; Estimation (Mathematics); *Item Response Theory
IDENTIFIERS- *BILOG Computer Program; Common Item Effect; Item Parameters; *MULTILOG Computer Program

Item response theory (IRT) item parameters can be estimated using data from a common item equating design either separately for each form or concurrently across forms. This paper reports the results of a simulation study of separate versus concurrent item parameter estimation. Using simulated data from a test with 60 dichotomous items, 4 factors were considered: (1) program (MULTILOG versus BILOG-MG); (2) sample size per form (3,000 versus 1,000); (3) number of common items (20 versus 10); and (4) equivalent versus nonequivalent groups taking the 2 forms (no mean difference versus a mean difference of 1 standard deviation). In addition, four methods of item parameter scaling were used in the separate estimation condition: two item characteristic curve methods (Stocking-Lord and Haebara), and two moment methods (Mean/Mean and Mean/Sigma). Although concurrent estimation resulted in less error than separate estimation more times than not, the results of this study, together with other research on this topic, are not sufficient to recommend completely avoiding separate estimation in favor of concurrent estimation. Two appendixes contain MUTILOG and BILOG-MG control files. (Contains 1 table, 11 figures, and 10 references.) (Author/SLD)

ED 438 311 TM 030 622

Cool, Angela L.
A Review of Methods for Dealing with Missing Data.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions)

of how well the United States has met some of the educational challenges of the past decade and permit the comparison of developments in the United States with those in other developed countries. The 18 indicators presented are divided into 5 sections: (1) demographic and socioeconomic context of education; (2) participation in education; (3) financial and human resources; (4) system outcomes; and (5) labor market outcomes. In the period from 1985 through 1995, there were increases in the rates of enrollment in secondary and higher education in virtually every OECD country. Public direct expenditures on education as a percentage of Gross Domestic Product remained fairly stable across OECD members, and first university degree graduation ratios increased in most OECD countries. Overall, the educational attainment of adults increased in most OECD countries, with the United States having a greater percentage of adults with at least a university education than any other G-7 country. (Contains 18 figures and 64 tables.) (SLD)

ED 438 334   TM 030 770

Education at a Glance: OECD Indicators. 2000 Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 390p.; For the 1998 edition, see ED 422 408.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Education; *Demography; Economic Factors; Educational Trends; *Elementary Secondary Education; Expenditures; *Higher Education; Lifelong Learning; *Outcomes of Education; Tables (Data); Trend Analysis; Vocational Education
IDENTIFIERS- *Educational Indicators; *Organisation for Economic Cooperation Development

This document provides an up-to-date array of indicators representing the consensus of professional thinking on how to measure the current state of education internationally. It provides information on the human and financial resources invested in education, on how education and learning systems operate and evolve, and on the returns to educational investments. Indicators are displayed in six chapters: (1) "Context of Education"; (2) "Financial and Human Resources Invested in Education"; (3) "Access to Education, Participation and Progression"; (4) "The Learning Environment and Organisation of Schools"; (5) "Individual, Social and Labour Market Outcomes of Education"; and (6) "Student Achievement." The 2000 edition provides new insights into the financing of education, with a focus on public subsidies and transfers for education and their beneficiaries. New indicators also reflect on international student mobility, participation in skill improvement among the employed population, and students with special educational needs. For many indicators, more countries are now providing data. Countries that are not members of the Organisation of Economic Co-operation and Development have also contributed to the 2000 edition, extending the coverage of some of the indicators to almost two-thirds of the world's population. Three appendixes contain information on typical graduate ages, basic reference statistics, and the methodology. A glossary is also included. (Contains 87 charts and 116 tables.) (Author/SLD)

This bulletin addresses questions about the interrelatedness of youth gangs, drugs, and violent crime, discussing whether drug trafficking is a main cause of violence in youth gangs or only a correlate, and noting whether there are other important sources of gang violence. Section 1 presents a historical overview of gang drug use and trafficking, noting the growing involvement of youth gang members in drugs and violent crime. Section 2 examines the current image of youth gangs, discussing the differences between street gangs and drug gangs and examining the connection between youth gangs and adult criminal organizations. Section 3 looks at studies of the relationship between youth gangs, drugs, and violence. This section reviews other important sources of violence in the gang context, focusing on two sources: youth gang homicide and drug trafficking (including the role of firearms in gang violence) and the causes and correlates of youth gang violence. Long-term studies of adolescent samples are examined. After summarizing research findings, the bulletin presents policy and program implications, focusing on ways to break the cycle. (Contains 145 references.) (SM)

ED 438 355 UD 033 320

Halpern, Ariel
Poverty among Children Born Outside of Marriage: Preliminary Findings from the National Survey of America's Families. Discussion Papers. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, New Brunswick, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY. Education and Research Div.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 99
NOTE- 28p.; Project funded by the Stuart and Weingart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Births to Single Women; Children; Educational Attainment; Employment Level; *Fatherless Family; *Low Income Groups; Mothers; *Poverty

This study examines whether children born outside of marriage and currently living in single-mother families are more likely to be poor than children in single-mother families who were born to married parents. Using the 1997 National Survey of America's Families, the study finds that among children living with single mothers, those born outside of marriage are 1.7 times more likely to be poor than those born to married parents. While this difference is statistically significant and non-negligible, differences in mother's education and work status and whether she lives with other adult relatives are all stronger predictors of child poverty. Nevertheless, given that children born outside of marriage are persistently more likely to be poor than other children living in single-mother families, even when a mother's characteristics are taken into account, a continued policy focus on children born to unmarried mothers is warranted. (Contains 16 references.) (Author/SM) in education finance, two of the issues it was specifically charged to address. The papers are: (1) "Concepts of School Finance Equity: 1970 to the Present" (Robert Berne and Leanna Stiefel); (2) "School Finance Litigation in the Name of Educational Equity: Its Evolution, Impact, and Future" (Paul A. Minorini and Stephen D. Sugarman); (3) "The Impact of Court-Mandated School Finance Reform" (William N. Evans, Sheila E. Murray, and Robert M. Schwab); (4) "Court-Mandated School Finance Reform: What Do the New Dollars Buy?" (Margaret E. Goertz and Gary Natriello); (5) "The Politics of School Finance in the 1990s" (Melissa C. Carr and Susan H. Fuhrman); (6) "Educational Adequacy and the Courts: The Promise and Problems of Moving to a New Paradigm" (Paul A. Minorini and Stephen D. Sugarman); (7) "Enabling 'Adequacy' To Achieve Reality: Translating Adequacy into State School Finance Distribution Arrangements" (James W. Guthrie and Richard Rothstein); and (8) "Performance Standards and Educational Cost Indexes: You Can't Have One without the Other" (William D. Duncombe and John M. Yinger). Each paper contains references. (Contains 29 tables and 4 boxes.) (SLD)

ED 438 374   UD 033 343

Ward, Noel, Ed.; Dooney, Triona, Ed.
Irish Education for the 21st Century. Michael Enright Commemorative Project.
PUB DATE- 99
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Uses in Education; Disadvantaged Youth; *Educational Change; Educational Planning; *Elementary Secondary Education; Foreign Countries; *Futures (of Society); Urban Youth
IDENTIFIERS- *Ireland

The essays in this collection contribute to the ongoing discussion about the state of Irish education on the threshold of a new century. The various contributors examine issues that will be priorities for education planners in Ireland. These essays have been collected as a tribute to Irish educator and politician Michael Enright. The essays are: (1) "To Be a Child" (Donnelly); (2) "Getting the Basics Right" (O'Toole); (3) "Quality--the Key Debate in Education" (Bruton); (4) "Inclusiveness in Education" (Hyland); (5) "School Is Becoming a Thing of the Past" (Gilmore); (6) "Teacher Professionalism in an Era of Change" (Lennon); (7) "Catholic Church Influence in the Management of Second-Level Schools" (O'Flaherty); (8) "Attempts To Tackle Disadvantage--Blitzkrieg or Phoney War?" (Deffely); (9) "Further Education--Challenge and Opportunity" (Dorney); (10) "From Clockwork to Porridge: Is There 'One Right Way' To Manage Schools?" (O Bradaigh); (11) "Computers in the Classroom: A Question of Control" (Trench); (12) "Barriers to Entering Higher Education" (Clancy); (13) "Higher Education: Who Benefits from Its Development?" (Puirseil); (14) "What Kind of Change for Universities?" (O'Hare); (15) "Green Light for a Learning Society? The Green Paper 'Adult Education in an Era of Lifelong Learning'" (Hurley); (16) "Lifelong Learning--The Role of Unions as Knowledge Brokers" (Cassells); (17) "'Still Alien There?' Northern Protestants and the Irish Language Revival" (O Drisceoil); (18) "Coming of Age: Issues for the Institutes of Technology" (Riordan); (19) "Looking Back To Look Forward: The City of Dublin VEC and Adult Education" (Cooke); (20) "Aspects of Irish Education and Training in a European Context"

ED 438 394   UD 033 368

Racial and Ethnic Distribution of Elementary and Secondary Students. Indicator of the Month.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *Elementary School Students; Elementary Secondary Education; *Ethnicity; Public Schools; *Racial Differences; *Secondary School Students; *Student Characteristics

This fact sheet from "The Condition of Education, 1999" presents information on the racial and ethnic characteristics of U.S. elementary and secondary school students derived from Census figures. Thirty-six percent of students enrolled in public elementary and secondary schools in 1996 were considered members of a minority group, an increase of 12 percentage points from 1976. This increase was largely the result of growth in the percentage of Hispanic students. Since 1970, black students have accounted for approximately one in three students in the central cities. In 1996, 10% of public school students living in the metropolitan area outside a central city were black, up from 6% in 1970. Approximately 1 in 4 students in central cities was Hispanic in 1996, up from approximately 1 in 10 students in 1972. The percentages of Black and Hispanic students enrolled in private schools increased between 1972 and 1996, rising from 5% each in 1972 to 9% for Blacks and 8% for Hispanics in 1996. (Contains one table and two graphs.) (SLD)

ED 438 395   UD 033 670

Chung, An-Me
After-School Programs: Keeping Children Safe and Smart.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; Child Health; Child Safety; Community Involvement; *Delinquency Prevention; Elementary Secondary Education; Enrichment; *Latchkey Children; Program Effectiveness

This guide provides information on the benefits of afterschool programs and the qualities of good after school programs. Afterschool programs reduce the risk of juvenile delinquency, substance use, and violent crime victimization. Children involved in quality programs decrease their chances of dropping out, earn higher grades, and develop better social skills. The qualities that comprise a good after school program include: clear goals; strong management; committed staff; strong community support; and attention to safety and health issues. Five programs that exemplify many of these traits include: (1) Community Collaboration for Education Enrichment (CCEE), San Antonio, Texas; (2) Lake County Teen Connection, Upper Lake, California; (3) Boys Harbor: The Harbor for Boys and Girls, East Harlem, New York; (4) Proyecto Sano y Salvo (Project Safe and Sound), Tucson, Arizona; and (5) Summer Transition, Little college faculty in their decision to accept a certificated position. To accomplish this purpose, the relationships between demographic and background variables and the faculty member's evaluation of the recruitment factors were analyzed. From the summary of findings, it can be concluded that the six dimensions were valued differently by different groups. Financial benefits are expensive, but primary to faculty retention. Diversity is of least importance to faculty overall, but very important to minority faculty. Benefits are important to married faculty because they have the added responsibility spouse and children. Institutional Climate (Academic Freedom) was more important for women. Prestige was found to be more important to minority faculty than to white faculty. External Influences were important to faculty from Southern California. Assembly Bill 1725, a California map, survey packet, 25 tables, and tests for significance are appended at the end of this report. (Contains 51 references). (UWC)

ED 438 009 JC 000 154

Transfer in Virginia--An Update. Transfer Connection, 1997.
PUB DATE- 97
NOTE- 10p.; For the 1996 issue, see ED 435 410.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Community Colleges; *Educational Trends; Higher Education; *Information Dissemination; Student Educational Objectives; Student Needs; *Student Responsibility; *Transfer Programs; *Transfer Students
IDENTIFIERS- *Virginia Community College System

This annual publication presents articles on topics that were included in the 1996-97 action plan of the Virginia State Committee on Transfer (SCT), and sets the stage for the committee's work in the coming year. It presents four articles that are designed to increase understanding of student responsibilities in getting accurate transfer information, how to use the transfer module to select courses for transfer, how electronic databases can be used to facilitate transfer, and how community colleges asses the success of their transfer students. It opens with an examination of transfer, and provides an update of the current ease of transfer from the community colleges and Richard Bland College to four-year colleges and universities in Virginia. The transfer module is an excellent advising tool for students who begin classes at a Virginia Community College System institution without a clear sense of their future educational plans. This publication discusses several goals and the progress made toward meeting the SCT plan for the development of an electronic database that would ensure the efficient transmission of transfer information. Annual student performance results provided by the four-year institutions have been used to improve academic advising and modify course content and sequencing to better meet program requirements at the senior institutions and to examine trends in student enrollments. (UWC)

ED 438 010 JC 000 155

Zeszotarski, Paula
Computer Literacy for Community College Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00

DESCRIPTORS- Achievement Gains; Action Research; Change Strategies; Family School Relationship; Intermediate Grades; *Mathematics Achievement; Mathematics Activities; *Parent Participation; *Parent Student Relationship; Program Effectiveness; *Reading Achievement; Reading Improvement; *Student Improvement

This action research project sought to increase parental involvement to improve academic achievement in the subjects of reading and math for fourth- through sixth-grade students in two Midwestern metropolitan schools. An increased number of non-English speaking parents and working parents, a lack of parent training, and teacher resistance to parent involvement pointed to a need for improved parental involvement. Thirty-four student-parent pairs participated. Four types of interventions were attempted: using a variety of communication tools to enforce two-way communication; providing information about how parents can assist learning at home; regularly assigning interactive homework that requires interaction with parents; and distributing student work for parental comment and review on a regular basis. Both pre- and post-intervention surveys concerning communication frequency and parental academic involvement with their children were administered to students and parents; reading and math tests were used to measure academic improvement in the students. Post-intervention data indicated a modest increase in parental involvement; a slight academic improvement in reading; and no improvement in math performance. (Appendices include survey forms, a sample newsletter, and a homework introduction note. Contains 20 references.) (DLH)

ED 438 028   PS 028 183

An Overview: Children and Violence. Special Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 16p.; Special thanks to The Robins Foundation, Freddie Mac Foundation, and The Arlington County Medical Society Alliance.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Bullying; Delinquency; Early Adolescents; Educational Environment; Emotional Response; Mass Media Effects; *Prevention; Substance Abuse; Victims of Crime; *Violence; Young Children; Youth; *Youth Problems
IDENTIFIERS- Witnesses to Violence

This Kids Count report of the Action Alliance for Virginia's Children and Youth reviews the role of schools, bullying, media, family violence, gangs, and substance use in the violence experienced by children and young people in Virginia and the United States. The report finds that increasing numbers of young people experience violent images and messages in the media or are either witnesses to, offenders in, or victims of violence. Key risk factors are identified that increase the likelihood of violence among young people: peer pressure; need for attention or respect; feelings of low self-worth or feeling isolated or rejected; early childhood abuse or neglect; witnessing violence at home, in the community, or in the media; and easy access to weapons. Violence is seen as a learned but not an inevitable response to anger or lack of control. The report also finds that effective early prevention programs targeting younger children focus on multiple factors associated with youth violence, are oriented to the family, and involve long-term efforts. A number of factors are highlighted that

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adjustment (to Environment); Child Development; *Emotional Adjustment; *Emotional Development; *Environmental Influences; Evaluation; Family Environment; *Infants; Intervention; *Mental Health; Parent Child Relationship; Psychopathology; Psychotherapy; Social Development; *Young Children
IDENTIFIERS- Parent Caregiver Relationship

This revised edition offers an interdisciplinary analysis of the developmental, clinical, and social aspects of mental health from birth to age 3. Chapters are organized into five areas, covering the context of mental health, risk and protective factors, assessment, psychopathology, intervention, and applications of infant mental health. The chapters are: (1) "Models of Development and Developmental Risk" (Sameroff and Fiese); (2) "The Psychology and Psychopathology of Pregnancy" (Cohen and Slade); (3) "Neurobiology of Fetal and Infant Development" (Nelson and Bosquet); (4) "Infant Social and Emotional Development in Family Context" (Crockenberg and Leerkes); (5) "The Cultural Context of Infant Mental Health" (Lewis); (6) "The Impact of Poverty on the Mental Health and Development of Very Young Children" (Aber, Jones, and Cohen); (7) "Early Parenthood in Context" (Wakschlag and Hans); (8) "Parental Mental Illness and Infant Development" (Seifer and Dickstein); (9) "Maternal Substance Abuse and Child Outcome" (Lester, Boukydis, and Twomey); (10) "Prematurity and Serious Medical Conditions in Infancy" (Minde); (11) "Exposure to Violence and Early Childhood Trauma" (Kaufman and Henrich); (12) "Clinical Interviews with Families of Infants" (Seligman); (13) "Infant-Parent Relationship Assessment" (Zeanah, Larrieu, Heller, and Valliere); (14) "Development Assessment of Infants and Toddlers" (Gilliam and Mayes); (15) "The Observation and Assessment of Young Children Including Use of the Infant-Toddler Mental Status Exam" (Benham); (16) "Mental Retardation" (Walters and Blane); (17) "Communication Problems" (Prizant, Wetherby, and Roberts); (18) "Autism and the Pervasive Developmental Disorders" (Koenig, Rubin, Klin, and Volkmar); (19) "Regulatory Disorders" (Barton and Robins); (20) "Sleep Disorders" (Anders, Goodlin-Jones, and Sadeh); (21) "Feeding Disorders, Failure To Thrive, and Obesity" (Benoit); (22) "Disturbances and Disorders of Attachment in Early Childhood" (Zeanah and Boris); (23) "Posttraumatic Stress Disorder" (Scheeringa and Gaensbauer); (24) "Depression" (Luby); (25) "Aggressive Behavior Disorders" (Shaw, Gilliom, and Giovannelli); (26) "Gender Identity Disorder" (Zucker and Bradley); (27) "Somatic Expression of Disease" (Mrazek); (28) "Prevention Science and Prevention Programs" (Beckwith); (29) "Parent-Child Relationships in Early Intervention with Infants and Toddlers with Disabilities and Their Families" (Gilkerson and Stott); (30) "Infant-Parent Psychotherapy" (Lieberman, Silverman, and Pawl); (31) "Interaction Guidance: An Approach for Difficult-To-Engage Families" (McDonough); (32) "Infant Massage Therapy" (Field); (33) "Early Childhood Policy" (Shonkoff, Lippitt, and Cavanaugh); (34) "Child Care in Infancy" (Hungerford, Brownell, and Campbell); (35) "Divorce and Custody" (Kaplan and Pruett); and (36) "Training in Infant Mental Health" (P. Zeanah, Larrieu, and C. Zeanah). Each of the chapters contains references. (HTH)

ED 438 048 PS 028 246

Setting a Course for Early Education and Care in Massachusetts:

meeting of the International research group in Oulu, May 26-29, 1997.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Action Research; Cross Cultural Studies; Cultural Differences; *Day Care; *Early Childhood Education; Educational Theories; Foreign Countries; *Instructional Leadership; *Leadership Qualities; Research Methodology; Research Problems; Social Sciences
IDENTIFIERS- Australia; *Educational Leadership; England; Finland; Russia; United States

Recognizing the importance of leadership in determining the quality of early care and education programs, the International Leadership Project (ILP) was initiated in 1996 to develop an understanding of cross-cultural perspectives on leadership, to develop a conceptual framework of leadership, and to develop cross-cultural methodologies for examining leadership. This volume is based on papers presented at a 1997 meeting in Finland of the project's international research group and focuses on theoretical and methodological perspectives in researching leadership. Following an introduction and background to ILP (Eeva Hujala and Anna-Maija Puroilla), the chapters are: (1) "Problems and Challenges in Cross-Cultural Research" (Eeva Hujala); (2) "Cross-Cultural Methodologies in Early Childhood Education" (Manjula Waniganayake); (3) "Theoretical Perspectives on Educational Leadership" (Veijo Nivala); (4) "Contextual and Situational Perspectives on Leadership in Early Education Centres" (Kirsti Karila); (5) "Action Research in Early Childhood Settings throughout the World" (Jillian Rodd); (6) "Two Conceptions of Action Research: A Continuation of Traditional Social Research and a New, Critical Social Science" (Jouni Peltonen and Terhi Halonen); (7) "Leadership in Early Childhood in Australia: A National Review" (Manjula Waniganayake); (8) "An International Study of Leadership in Early Childhood: The Australian Perspective" (Manjula Waniganayake, Terry Nienhuys, Anthoula Kapsalakis, and Romana Morda); (9) "Leadership in Early Childhood in England: A National Review" (Jillian Rodd); (10) "Towards Understanding Leadership in the Context of Finnish Early Childhood" (Eeva Hujala, Kirsti Karila, Veijo Nivala, Anna-Maija Puroila); (11) "Peculiarities of Early Education Leadership in Russia (the Republic of Karelia)" (Olga Melnik and Olga Sizova); and (12) "Surveying Leadership in United States Early Care and Education: A Knowledge Base and Typology of Activity" (Catherine Rosemary, Kathleen Roskos, Christina Owendoff, and Colleen Olson). Each chapter contains references. (KB)

ED 438 066 PS 028 266

Malouff, John; Schutte, Nicola
Using Psychological Strategies To Help Your Child Read More.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Change; Behavior Modification; Learning Processes; *Parents as Teachers; Primary Education; *Reading Instruction; *Teaching Methods; *Young Children

Noting that maturation, biological reading potential, and a number of parenting strategies can help young children become eager, competent readers, this paper lists the strategies two respondents to be important for after-school programs include a safe place in which to learn and tutoring and homework help. (KB)

ED 438 084 PS 028 289

McPake, Joanna; Harlen, Wynne; Powney, Janet; Davidson, Julie
Teachers' and Pupils' Days in the Primary Classroom.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- 99
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Educational Quality; Elementary Education; *Elementary School Students; *Elementary School Teachers; Foreign Countries; National Curriculum; Peer Relationship; Primary Education; Sex Differences; Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Indicators; Quality Indicators; Scotland

This study examined the classroom experiences of teachers and pupils in 12 primary schools in Scotland. In each school, researchers spent a week with one class, observing the teachers and six target pupils selected to represent the ability range within the class. Through interviews with teachers and pupils, the researchers aimed to identify the amount of time both groups spent on various types of activity, and to explore the reasons for particular patterns. Among the findings are the following: (1) the time spent on various curriculum areas diverged considerably from the amount suggested in the 5-14 curriculum guidelines; (2) there was high variation in classroom organization; (3) pupils spent about two-thirds of their time engaged on tasks; (4) target pupils spent about 40 percent of their time in some form of teacher-student interaction and 40 percent in interaction with other pupils; (5) the teacher behaviors most associated with pupil engagement, collaborative learning activities and one-to-one interaction with the teacher, were rarely observed; (6) teachers spent 82 percent of their time in teaching and related activities; and (7) teachers used a variety of teaching strategies, with different strategies predominating with different age groups. Issues that emerged as warranting further investigation included the balance of the curriculum, students' independent work, the implications of a heavy workload, and teachers' and pupils' views on changes in the ways pupils learn as they progress through primary school. (Contains 45 references.) (KB)

ED 438 085 PS 028 290

McPake, Joanna; Harlen, Wynne; Powney, Janet; Davidson, Julie
Case Studies of Setting in Primary School Classrooms: An Extension to the Teachers' and Pupils' Days in the Primary Classroom Project.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Elementary School Students; *Elementary School Teachers;

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Books; Child Development; *Child Rearing; Childrens Literature; Emotional Development; Emotional Experience; Family Relationship; Interpersonal Competence; *Learning Activities; Parent Child Relationship; Parent Materials; Peer Relationship; Personality; Preschool Children; Preschool Education; Prosocial Behavior; *Self Concept; *Self Esteem

Based on the assumption that a belief in one's worth and competence will encourage children's achievement and protect against failure, this book for parents presents guidelines and activities for helping to guide children to a strong, enduring sense of self-esteem and competence. Section 1 describes the building blocks of self-esteem, focusing on ways to encourage young children's positive view of themselves. Section 2 highlights children as individuals, discussing the role of temperament and the importance of observation for understanding children. Section 3 presents information on growth and development, including developmental milestones, competence, answering children's questions about pregnancy and related topics, and gender considerations and parental expectations. Section 4 deals with balancing activities and relaxation for young children. Section 5 concerns feelings and presents activities for identifying emotions and for helping children experience happiness, joy, and hope. Section 6 lists activities for encouraging young children's positive views of family through family rituals and traditions, pride in heritage, harmonious family relationships, and caring for pets. Section 7 presents activities for encouraging positive views of friends and incorporates activities for building social skills and cooperation. Section 8 deals with caring and consideration for others and contains activities for teaching civility and manners. Each section lists resources for adults and for children. (KB)

ED 438 103 PS 028 315

High/Scope Program Quality Assessment: PQA-Preschool Version. Head Start User and Guide Administration Manual and Assessment Form.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; *Day Care Centers; Educational Administration; Educational Environment; *Educational Quality; Measurement Techniques; Needs Assessment; Parent Participation; Preschool Education; *Program Evaluation; Program Implementation; *Rating Scales; Self Evaluation (Groups); Staff Development; Teacher Qualifications; Teacher Student Relationship; Test Reliability; Test Validity
IDENTIFIERS- Adult Child Relationship; Caregiver Qualifications; Daily Routines; Day Care Quality; Head Start Program Performance Standards; *High Scope Model; Project Head Start

The Preschool Version of the High/Scope Program Quality Assessment (PQA) is a ratings instrument for evaluating the quality of early childhood programs and identifying staff training needs. The assessment was developed for use in all center-based preschool and child care settings, not just those

Price, Michael
Migration in Kentucky: Will the Circle Be Unbroken?
PUB DATE- 96
NOTE- 7p.; In: Exploring the Frontier of the Future: How Kentucky Will Live, Learn and Work; see RC 022 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Groups; *Educational Attainment; *Migration Patterns; Older Adults; Population Trends; Rural Areas; *Rural to Urban Migration; Trend Analysis; Urban Areas; Young Adults
IDENTIFIERS- *Kentucky

This chapter examines Kentucky's history of net migration, the age and education of recent in-migrants and out-migrants, and implications of these trends for Kentucky in the next century. Kentucky's migration history for much of the 20th century reveals the departure of young adults from the state, an exodus from rural areas, and an attraction of migrants to the state's urban areas. Out-migration has resulted in a brain drain for rural areas because newcomers to the state's rural areas have been less educated than those leaving; on the other hand, recent migration to urban areas has enhanced the human capital of the state, as those coming in are slightly more educated than those leaving. Overall, migration signifies two important trends in Kentucky for the next century: the aging of the population, particularly in rural areas, due to continued youth out-migration and recent return migration of Kentucky-born retirees, and noneconomic migration. Data tables portray Kentucky net migration, 1910-1995; net migration in urban and rural Kentucky, 1940-1995; net migration by age, 1950-1990; and in-migrants and out-migrants by age and education in urban and rural Kentucky, 1985-1990. (Author/SV)

ED 438 121 RC 022 249

Black, Dan; Daniel, Kermit; Sanders, Seth
The Earnings of Dropouts and High School Enrollments: Evidence from the Coal Boom and Bust.
PUB DATE- 96
NOTE- 6p.; In: Exploring the Frontier of the Future: How Kentucky Will Live, Learn and Work; see RC 022 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Cycles; Coal; *Dropout Rate; Dropouts; Economic Factors; *Education Work Relationship; Educational Status Comparison; *Employment Patterns; *Enrollment Trends; High School Students; High Schools; Income; Males; *Mining
IDENTIFIERS- Education Economy Relationship; *Kentucky

Economic theory suggests that when the reduction in earnings from dropping out of school is minimal, dropout rates will be high. As earnings loss for dropouts grows, however, the dropout rate should decrease. This chapter examines whether these predicted effects actually occur by looking at changes in dropout rates in Kentucky in the 1970s and 1980s. Following the 1973 Organization of Petroleum Exporting Countries oil embargo, the rising price of coal had a major impact on Kentucky's economy, greatly increasing employment and earnings in counties with large coal reserves. Unfortunately for Kentucky, the coal bust that followed in the 1980s was equally sharp. Data for 1972-81 from Pike County--the largest coal producing county in eastern Kentucky--show that changes in population and changes in enrollment in grades 5-8 were somewhat parallel, but that

NOTE- 9p.; In: Selected Monographs from the Association for Experiential Education International Conference (27th, Rochester, NY, October 1999); see RC 022 262.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brainstorming; Cognitive Style; Discovery Learning; Discussion (Teaching Technique); *Experiential Learning; *Group Discussion; *Learning Activities; Learning Strategies; *Questioning Techniques; Teaching Methods

This paper describes W.A.S.H. (We All Speak Here), an experiential learning strategy that provides learners (individuals or groups) with a means for exploring, discussing, and discovering their thoughts and feelings on any idea, issue, or concept. This strategy is part of a larger model in which students develop a deeper understanding of learning materials, create stronger personal meaning with the subject matter, and incorporate this knowledge more readily into their lives. W.A.S.H. is flexible and may be used in a variety of ways: to examine classroom issues, to set a course or direction for the next classroom experience, to practice decision-making skills, or to practice recording and reporting. The design involves a series of four questions: "why" (concrete experience), "what" (reflective observation), "how" (abstract conceptualization), and "what if" (active experimentation). The participants, in small groups, generate a list of as many responses as possible to each question during a set time limit. Once the list has been generated for a particular question, the group prioritizes the responses to the question. These responses are then reported by each group and recorded on a large sheet of newsprint as a permanent record. The importance of carefully wording questions and guiding groups in prioritizing responses is emphasized. An example uses the W.A.S.H. strategy during an introduction to Space Science and includes a sample script used by the facilitator to generate group discussion and record responses. (LP)

ED 438 140 RC 022 269

Jacobs, Jeff
Experiential Education: The Main Dish, Not Just a Side Course.
PUB DATE- 99
NOTE- 6p.; In: Selected Monographs from the Association for Experiential Education International Conference (27th, Rochester, NY, October 1999); see RC 022 262.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; Educational Resources; Elementary Secondary Education; *Experiential Learning; Higher Education; Learning Strategies; *Teacher Education; Teacher Role; Teacher Student Relationship; Teaching Methods

This paper advocates experiential education to help students actively engage in learning and transfer learning beyond the classroom. The characteristics and advantages of experiential education also provide educators with a more rewarding and enriching teaching experience. Typically, experiential education is viewed as an enhancement to more didactic educational approaches. Educators use experiential lessons and initiatives to foster excitement in students or to take a break

(MESSC) about the promotion of scientific research for the future benefits of society. Promoting scientific research in universities and affiliated research institutions, as well as the science and technology deriving from it, is one of the Japanese government's top priorities. Chapters include: (1) Conceptual Foundations for Promoting Scientific Research; (2) Basic Policies for the Promotion of Science; (3) New Trends in the Promotion of Science; and (4) Domestic and Overseas Trends in Scientific Research. (Contains 58 tables and figures.) (WRM)

ED 438 158   SE 063 073

Christinat, Chantal Tieche
La resolution de probleme appliquee a l'evaluation d'une innovation: Le cas de l'enseignement des mathematiques en Suisse romande (The Careful Solution to the Problem of Evaluating Innovation: The Case of a Math Teacher in French Switzerland).
PUB DATE- 99
NOTE- 17p.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Education; Evaluation; Foreign Countries; *Mathematics Instruction; *Problem Solving; *Teaching Methods

This paper describes an aspect of an evaluation for a new mathematics teaching technique in primary school. This evaluation is inspired by the theory and conceptions which are at the base of the innovation. By offering an analogy between the situation of the teacher who must adapt to new ways and that of the pupil facing a "problem situation," it is proposed to teachers a common activity of "problem resolution." This technique helps to determine reactions to different innovation characteristics and encircle the attitudes that privilege the different people involved in the innovative educational institution. The chosen methodology allows also an understanding of the temporal evolution and the dynamics of the appropriation process of the new ways of mathematics teaching. (Contains 17 references.) (Author/NB)

ED 438 159   SE 063 074

Sherard, Wade H., III
Logic Decimal Problems. Blackline Masters. Grades 5-12.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decimal Fractions; High Schools; Mathematics Activities; *Mathematics Instruction; Middle Schools; Number Concepts; Problem Solving; *Puzzles

This book features a collection of 54 decimal number puzzles designed to provide experiences in problem solving and mathematical reasoning for middle and high school students. Each puzzle consists of a sequence of 10 clues about an unknown decimal number. The clues, when revealed one at a time, lead students through deductive reasoning to the discovery of the unknown decimal number. Students need to know only basic definitions, concepts, and properties from numeration, number theory, and the arithmetic of fractions, decimals, and percents standard multiple choice questions and a free-response final exam question. Findings indicate that the MBL tutorials resulted in a significant improvement compared to the traditional recitations when measured by carefully designed multiple-choice questions. Results of the free-response item indicate that although the tutorial students did somewhat better in recognizing and applying the concepts, improvement is still needed. (Contains 21 references.) (Author/WRM)

ED 438 184 SE 063 213

Redish, Edward F.
New Models of Physics Instruction Based on Physics Education Research.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Deutschen Physikalischen Gesellschaft (Jena, Germany, March 14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Structures; Higher Education; *Learning Processes; *Learning Theories; *Physics; Program Descriptions; Psychology; Science Education; Scientific Concepts; *Teaching Methods

During the past 15 years, physics education research has revealed many surprising things about the difficulties introductory physics students have in learning physics. At the same time, the ongoing revolution in information technology has led to new tools for creating innovative educational environments. In response to these two developments, a wide variety of new models of physics instruction are beginning to appear. This paper reviews some of the findings of physics education research, putting them into the context of a theory of thinking and learning. Some of the most promising instructional models currently being developed in the U.S. are discussed. (Contains 20 references and 12 figures.) (Author/WRM)

ED 438 185 SE 063 214

Redish, Edward F.; Saul, Jeffery M.; Steinberg, Richard N.
Student Expectations in Introductory Physics.
PUB DATE- 00
NOTE- 19p.; Originally published in the American Journal of Physics, v66 p212-24, 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Higher Education; *Physics; Science Education; Scientific Principles; *Student Attitudes; Student Interests; *Student Reaction; Student Surveys; *Teacher Expectations of Students; Teacher Student Relationship

Students' understanding of what science is about and how it is done and their expectations as to what goes on in a science course play a powerful role in what they can get out of introductory college physics. This is particularly true when there is a large gap between what the students expect to do and what the instructor expects them to do. This paper describes the Maryland Physics Expectations (MPEX) Survey, a 34-item Likert-scale survey that probes student attitudes, beliefs, and assumptions about physics. The results of pre- and post-instruction delivery of this survey to 1500 students in in their teaching. An additional goal was to identify factors that might be related to the use of the Internet in Indiana social studies classrooms and to determine barriers that might keep teachers from using the Internet/WWW more frequently. A survey was mailed to 350 randomly selected teachers, drawn from a list of 4,103 high school and middle school teachers in public and private schools. The questionnaire solicited general background information on computers and computer use; asked about respondents' own use of the Internet/WWW, their use of the Internet with students, and perceived barriers to Internet use; asked for general background information about respondents; and contained open-ended questions designed to provide more detailed data on respondents' general beliefs about the Internet and their classroom uses. Final respondent total was 191, for a 54.6% response rate. Findings suggest that, although social studies teachers in Indiana have widespread access to the Internet/WWW, have had cursory training in computers, and manifest a desire to use the technology in their teaching, few teachers in this study were using this medium for much more than information gathering. It was clear that teachers who were more comfortable using the Internet were more likely to use it in their classes; it is possible that classroom access is only a necessary precursor to use. Unless professional development in this area focuses more on development of meaningful social studies teaching and curriculum, the Internet/WWW will continue to be underutilized in the social studies classroom. (Contains 7 tables of data, 4 notes, and 16 references.) (BT)

ED 438 206   SO 031 260

DeRoche, Edward F.; Sullivan, Betty L.; Garrett, Sherrye Dee
Character Matters: Using Newspapers To Teach Character.
  Strategies for Teachers, Activities for Parents. Newspaper in
  Education Resource Guide.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship; Citizenship Education; Curriculum
  Enrichment; Elementary Secondary Education; Media Adaptation;
  *Newspapers; Social Studies; *Values; *Values Education
IDENTIFIERS- *Character Development; *Character Education;
  Newspaper in Education Program

One side of character education is to create schools and communities that are caring, civil, and challenging (both academically and behaviorally). The other side is to develop young citizens who are smart, decent, and responsible. This booklet illustrates how to use newspaper content at school and at home to teach eight specific values: respect, responsibility, caring, honesty, tolerance, courage, justice, and citizenship. The booklet suggests that values can be tied to particular months when celebrations, holidays, and events occur: for example, justice, courage, or tolerance might be the focus value in January when the nation celebrates Martin Luther King Jr.'s birthday, his life, and his work. The booklet states that daily newspapers offer valuable content (feature stories, editorials, news articles) that support lessons about these and other values. The strategies and activities in the booklet are designed to be idea-generators. A strategy can be tried as proposed or modified to meet the needs of students. The newspaper strategies in the booklet can be coordinated with the of Culture Crossing" (Mary Stokrocki); (6) "Appalachia: A Narrative Study of Preserving a Subculture" (Tom Barone); (7) "Ethnographic Discoveries from an Intergenerational Visual Arts Program in New York City's Harlem" (Angela M. La Porte); (8) "Assessment Methods for Students from Diverse Populations" (Theresa Marche; Enid Zimmerman); and (9) "Panel Discussion on International Research Issues and Concerns: Format and Problem Scenaries" (Sharon D. La Pierre; Kit Grauer). (BT)

ED 438 225   SO 031 375

von Dehsen, Christian D., Ed.
Philosophers and Religious Leaders. Lives and Legacies: An Encyclopedia of People Who Changed the World.
PUB DATE- 99
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reference Materials - General (130)
DESCRIPTORS- Biographies; Elementary Secondary Education; *Philosophy; *Religion; Religious Cultural Groups; Religious Education; Social Studies
IDENTIFIERS- Biodata; *Philosophers; Societal Impact

This biographical resource outlines the lives and achievements of more than 200 philosophers and religious leaders and shows how their accomplishments have influenced the world and the thoughts of those who followed. The resource provides information on how these thoughts and beliefs made a lasting impact on society. The volume begins with an introductory essay, followed by more than 200 illustrated profiles arranged in an alphabetical order. The Life and Work section of the resource includes a discussion of the person's work and the societal forces influencing him or her; the Legacy section summarizes the impact of the person's work and beliefs on those who followed. Each entry also contains a timeline listing important dates in the individual's life as well as a bibliography of the major works about the person. A general bibliography, general timeline, geographic index, discipline index, and name/concept index conclude the book. (BT)

ED 438 226   SO 031 385

Civics in the Elementary Social Studies Classroom.
PUB DATE- 98
NOTE- 103p.; For A Resource Book for Teachers in the Junior Secondary Social Studies Curriculum and Resource List, 1998, see SO 031 387.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Civics; Democracy; Elementary Education; Foreign Countries; *Social Studies; *Thematic Approach
IDENTIFIERS- Northwest Territories

In this updated resource book, for the Elementary Social Studies Curriculum in Canada, civics education is integrated with all other components of social studies. In its broadest sense, civics involves both learning about government and the political process, and acquiring the knowledge and developing the attitudes and skills that enable effective participation by citizens in a democratic society. After an introduction, "How to Use This Resource Book," the book is divided into the

South Educational Research Association (Point Clear, AL, November 17- 19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Classroom Techniques; Elementary Secondary Education; Ethics; Ethnicity; Higher Education; Knowledge Base for Teaching; Preservice Teacher Education; Preservice Teachers; Sex Differences; Specialization; Student Centered Curriculum; *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- Behavior Management; Teacher Knowledge

This study determined preservice teachers' perceptions about the characteristics of effective teachers and investigated factors (e.g., gender, ethnicity, age, year of study, area of specialization, and parental status) that may have influenced their responses. Participants were 219 students attending a large mid-Southern university. The students completed a questionnaire asking them to identify, rank, and define between three and six characteristics that they believed excellent teachers possess or demonstrate. A phenomenological analysis (i.e., method of constant comparison) of responses revealed several characteristics that many of the preservice teachers considered to reflect effective teaching. In order of endorsement level, the following six themes emerged from these characteristics: student-centeredness, enthusiasm for teaching, ethicalness, classroom and behavior management, teaching methodology, and knowledge of subject. A canonical correlation analysis revealed that females, college-level juniors, and minority students tended to endorse teaching methodology and teacher characteristics that were classified as ethical to a greater extent than did their counterparts, and to rate attributes that were associated with knowledge of subject and classroom behavior management to a lesser degree. Age served as a suppressor variable. The implications of these findings are discussed, as are recommendations for future research. (Contains 22 references.) (Author/SM)

ED 438 247 SP 038 989

Flachmann, Kim; Lingo, Marci; Ruff, Brad; Fletcher, Diane; Hoagland, Paul
Building for the Future through Inter-Segmental Assessment.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the California Educational Research Association (78th, Monterey, CA, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; *College School Cooperation; *English; Evaluation Methods; High Schools; Higher Education; Scores; *Student Evaluation; Writing (Composition); *Writing Skills
IDENTIFIERS- Golden State Examination Program CA; High School Juniors

In 1996, a California high school district and two colleges assembled intersegmental teams to establish common assessment of college-readiness in mathematics and English. Subject area teams reviewed standards, rubrics, and current tests. A Joint Assessment Team (JAT) explored the Golden State Exam (GSE) in

Collaboration; World Wide Web

This study examined processes through which two teacher educators and their students learned about online collaboration. Participants collaborated on a set of integrated units of curriculum design that would be relevant to what students in three different courses were studying and would show them the advantages of collaboration. Students selected topics of mutual interest, then over the semester built an interdisciplinary curriculum around their topic, drawing on the expertise of students in each course. Students communicated via electronic mail (e-mail). Results were posted on the World Wide Web. Researchers examined online communication between the teacher educators, between the educators and their students, and between students. Students reported the status of the projects weekly via e-mail and completed project evaluations at the conclusion. The professors reflected regularly on the project's progress and e-mailed those thoughts to one another, providing feedback to their students in individual and group e-mail messages. Telecommunications permitted an expanded team to come together online to pool their resources and expertise. The collaboration helped students build learning communities which fostered professional development; caused students to successfully overcome challenges they once considered insurmountable; and facilitated teachers' reflective instruction. (SM)

ED 438 267 SP 039 015

Gensemer, Patricia
Effectiveness of Cross-Age and Peer Mentoring Programs.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Cross Age Teaching; Elementary Secondary Education; *Mentors; *Peer Teaching; Program Effectiveness; Students; Teaching Methods
IDENTIFIERS- *Peer Coaching

This paper examines research on peer mentoring programs, highlighting their benefits and noting conditions and components of successful programs. Research shows that elementary peer mentoring programs can increase the use of critical thinking skills, interpersonal skills, and conflict resolution skills. Studies also highlight the benefits of cross-age mentoring and peer tutoring programs. Many studies show positive effects of classwide peer tutoring. Peer mentoring programs have been implemented successfully to help ease the transition from one level of schooling to the next. There is substantial evidence suggesting that peer mentoring can be used successfully to reduce absenteeism and lower dropout rates among high school students. Reciprocal peer tutoring (RPT) has proven beneficial to both tutors and tutees. Even low-achieving older students and mainstreamed special education students can benefit from RPTs programs. Components of successful mentoring programs depend upon the specific procedures that are most effective in each particular circumstance. Successful programs should help teachers become facilitators who oversee their students' mastery of necessary concepts and skills, and guide them toward independent learning. It is important to match tutors and tutees carefully. Tutors must receive systematic training of the proper duration. Teacher supervision is essential. (Contains 32 references.) (SM)

DESCRIPTORS- *Criterion Referenced Tests; Elementary Secondary Education; Equated Scores; Guides; Scaling; *Standards; State Programs; *Test Construction; Test Reliability; Test Validity; Testing Programs
IDENTIFIERS- Alternative Assessment; Exit Examinations; Texas; *Texas Assessment Project; Texas Essential Knowledge and Skills

This digest is designed to provide information to Texas testing coordinators, other educators, and interested citizens about the development procedures and technical attributes of the state-mandated criterion-referenced assessment program. The chapters are: (1) "Background"; (2) "Test Development"; (3) "Test Administration"; (4) "Quality Control Procedures"; (5) "Reports"; (6) "Standards"; (7) "Scaling"; (8)"Reliability"; (9) "Validity"; (10) "Equating"; (11) "TAAS Writing Assessment"; (12) "English II End-of-Course Test"; (13) "End-of-Course Tests for Algebra I, Biology I, and U.S. History"; (14) "Spanish-Version TAAS"; (15) "Release of Tests"; (16) "TAAS Study Guides"; (17) "The Alternative Assessment"; (18) "Reading Proficiency Tests in English"; and (19) "TEKS and Texas Tests." Sixteen appendixes contain supplemental information about test development, state standards, scores, and student surveys. (Contains 15 references.) (SLD)

ED 438 288   TM 030 594

Kentucky School and District Accountability Results. Accountability Cycle 3 (1994-95 to 1997-98). Briefing Packet.
PUB DATE- 98
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Accountability; Achievement Tests; Elementary Secondary Education; School Districts; Schools; State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- Kentucky; *Kentucky Instructional Results Information System

This briefing packet contains data on the school and district accountability results for Kentucky's state assessment system, the Kentucky Instructional Results Information System, for 1994-1995 through its last use in 1997-1998. The first section contains state and regional accountability indices by grade level, with number of students tested and the number and percent of schools in each accountability category by grade. The second section contains state and regional scores by subject for the elementary, middle, and high school levels. The third section contains background information on the assessment and its designated successor, the Commonwealth Accountability Testing System, which will incorporate results from the Comprehensive Tests of Basic Skills (CTBS). Attached are tables of results of CTBS/5 survey edition administration in 1997-1998 for Kentucky schools and districts and results for schools and districts for accountability cycle 3 of the KIRIS. (Contains seven tables, three charts, and two multiple-page tables of test results.) (SLD)

ED 438 289   TM 030 595

Commonwealth Accountability Testing System. 1998-1999 Kentucky Core Content Tests. Briefing Packet. State and Regional Release.
PUB DATE- 99
NOTE- 249p.
LANGUAGE- English

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; Estimation (Mathematics); Regression (Statistics); *Research Methodology
IDENTIFIERS- *Missing Data

Missing data occur in virtually every study. This paper reviews some of the various strategies for addressing this problem. The paper also provides instructional detail on two accessible ways of estimating missing data, both using the Statistical Package for the Social Sciences for Windows: (1) substitution of missing values with the variable mean of nonmissing scores; and (2) replacement of missing values with estimates derived from regression. Nine tables and five appendixes provide details of the analyses and outputs. (Contains 12 references.) (Author/SLD)

ED 438 312 TM 030 623

Cook, Colleen; Thompson, Bruce
Higher-Order Factor Analysis as a Score Validity Evaluation Tool: An Example with a Measure of Perceptions of Library Service Quality.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; *Factor Analysis; *Library Services; Measurement Techniques; Research Methodology; *Scores; *Use Studies; User Satisfaction (Information); *Validity
IDENTIFIERS- *SERVQUAL

The SERVQUAL measure was developed by A. Parasuraman, L. Berry, and V. Zeithaml (1988) to measure perceptions of service quality, originally in the retailing sector. However, libraries and other educational institutions are also service providers. Librarians in particular have increasingly become interested in measuring quality of service as the ultimate assessment of library performance, as against more traditional measures of performance such as counts of various holdings. This study explored SERVQUAL score validity in the library service context using data from 596 users representing 3 user groups with measurement at 3 times over 6 years. Second-order factor analysis provided mixed results with regard to the psychometric integrity of SERVQUAL scores applied within the library service context. (Contains 3 tables and 34 references.) (Author/SLD)

ED 438 313 TM 030 624

Sullivan, Jeremy R.
A Review of Post-1994 Literature on Whether Statistical Significance Tests Should Be Banned.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; Literature Reviews; *Statistical

ED 438 335 UD 033 247

A Brief History of the Federal Role in Education: Why It Began & Why It's Still Needed.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Democracy; Educational History; *Educational Improvement; *Elementary Secondary Education; *Equal Education; *Federal Government; *Government Role

This publication takes a look at the history of federal involvement in education, exploring how, why, and when it took shape, and the major themes that have defined this role over two centuries. The document concludes with a brief consideration of the impact of federal involvement over the years and the continuing need for a federal role. There are four main reasons why the federal government became involved in education: (1) to promote democracy; (2) to ensure equality of educational opportunity; (3) to enhance national productivity; and (4) to strengthen national defense. In pursuing these four broad goals, and other goals such as the study of educational effectiveness, the federal government has helped to achieve many positive accomplishments. However, these four reasons remain as compelling as ever, even though some of the specific objectives may have changed over the years. There is still a need for federal leadership to meet the needs of the most vulnerable children in the United States. Improving educational quality remains a national necessity and must be a national priority. (Contains 10 references.) (SLD)

ED 438 336 UD 033 252

National Youth Gang Survey, 1997. OJJDP Summary.
PUB DATE- 99
NOTE- 83p.; Available only on-line.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Crime; *Incidence; *Juvenile Gangs; *Surveys; Tables (Data); Trend Analysis; *Urban Youth; *Violence

The largest and most comprehensive national gang survey to date, the 1997 National Youth Gang Survey, contacted nearly 5,000 law enforcement agencies across the country. To allow for both comparative and trend analysis, the 1997 survey used the same sample as the 1996 survey. Survey results indicate that the percentage of jurisdictions reporting active youth gangs decreased from the previous year, from 53% in 1996 to 51% in 1997. Some 816,000 gang members were active in some 30,500 youth gangs in 1997, a modest decrease from 1996. Despite these declines, serious problems remain. Every city with a population of 250,000 or more reported the presence of youth gangs. In addition, the number of gang members increased in small cities and rural counties as youth gangs continued to spread beyond the largest cities. Youth gang members were estimated to be involved in 3,340 homicides in 1997, almost two-thirds of which took place in large cities. In response to the proliferation of gangs throughout the country, most law enforcement agencies have established specialized response units. Thirteen

ED 438 356   UD 033 321

Chaplin, Duncan
Capacity and Needs Assessments: Youth Activities in the District of Columbia.
PUB DATE- 99
NOTE- 122p.; Prepared with Antoinette Mitchell, Jorge Ruiz-de-Velasco, Calvin Johnson, and Kathy Pettit. Originally published September 10, 1999.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Child Development; Child Health; Crime; Dropouts; Elementary Secondary Education; Financial Support; Hispanic Americans; *Needs Assessment; Preschool Education; Resource Allocation; Social Services; Unemployment; Violence; *Youth Programs
IDENTIFIERS- African Americans; *District of Columbia

This report describes capacity and needs assessments of youth services in the District of Columbia. The assessments were conducted by the Urban Institute, Georgetown University, and the University of the District of Columbia in the summer of 1999. D.C. Mayor Anthony Williams requested these assessments to help guide the allocation of additional funds in the area of youth services. This report describes various indicators of needs across geographic regions of the city. Data come from existing District data sets, a survey of service providers; and interviews with service providers, parents, and youth related to early childhood development, K-12 academic achievement, post-school success, health and well-being, and crime. The indicators of need suggest that the need for additional youth services is high in most parts of the city. The areas east of the Anacostia River should receive about 40-50 percent of available resources, while the upper Northwest should receive a relatively small share of the new resources. Other areas should receive varying amounts. Most indicators show similar patterns of need. The findings also suggest that the hours of available capacity for youth services appear to be more than double the hours of actual use in all areas of the city. (SM)

ED 438 357   UD 033 322

Chaplin, Duncan
GEDs for Teenagers: Are There Unintended Consequences?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 49p.; Paper presented at the Annual Meeting of the Association for Public Policy Analysis and Management (Washington, DC, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Dropout Research; *Dropouts; Educational Policy; *High School Equivalency Programs; Secondary Education; Student Behavior

The General Equivalency Diploma (GED) program is designed to help high school dropouts earn an equivalent credential. However, by helping teenage dropouts, the GED program may encourage enrolled youth to leave high school. This paper examines the issue using data on GED policies from the GED testing service and data on high school continuation rates from the Common Core of Data. After describing the policy background of the GED

(Langford); and (21) "Towards the Learning Society: Responsiveness and Accountability" (Martin). Two tributes in memory of Michael Enright are attached, one by Davy Hynes and one by Proinsias O Drisecoil. Each paper contains references. (SLD)

ED 438 375 UD 033 345

Youth Education Programs for Neighborhood Networks Centers. Neighborhood Networks.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Case Studies; Community Programs; *Neighborhoods; *Program Development; Public Housing; *Youth Programs
IDENTIFIERS- *Department of Housing and Urban Development

This handbook is designed to help the sponsors, staff, and partners of Neighborhood Networks Centers, which serve apartment properties assisted or insured by the Department of Housing and Urban Development, to develop effective programs for young people under the age of 18. Part 1 identifies key issues in creating programs and highlights effective strategies for program design, support, and staffing. Part 2 includes case studies of successful youth programs in Neighborhood Networks Centers and other community programs. Four urban programs are profiled. Part 3 provides an annotated list of 29 resources that can help center staff develop youth programs. (SLD)

ED 438 376 UD 033 346

Staveteig, Sarah; Wigton, Alyssa
Racial and Ethnic Disparities: Key Findings from the National Survey of America's Families. Series B, No. B-5.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Rockefeller Foundation, New York, NY.; Joyce Foundation, Chicago, IL.; Oklahoma Univ., Norman. Research Council.; Robert Wood Johnson Foundation, Princeton, NJ.; David and Lucile Packard Foundation, Los Altos, CA.; Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 00
NOTE- 9p.; Also sponsored by the Stuart Foundation. Part of the Urban Institute's "Assessing the New Federalism" project, a multi-year project to monitor and assess the devolution of social programs from the federal to the state and local levels.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; Blacks; Child Support; Economic Factors; *Ethnic Groups; Health; Hispanic Americans; *Minority Groups; National Surveys; *Poverty; *Racial Differences; Socioeconomic Status; Whites

This brief outlines findings from the National Survey of

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; *Community Colleges; Computer Attitudes; *Computer Literacy; *Computer Uses in Education; Distance Education; Educational Change; Educational Development; Educational Strategies; *Educational Technology; Information Literacy; *Two Year College Students; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest expands the definition of computer literacy to include information literacy, delineates issues surrounding student access to new technologies, describes courses that include instruction in computer-related skills, summarizes efforts at including computer literacy among general education requirements, and addresses the faculty role in furthering computer skills. Definitions of computer literacy vary depending on the type of degree program or the course in which they are being used. With the increase in access to the Internet, definitions of computer literacy have expanded to include the ability to use e-mail, graphical interfaces such as Netscape, online publishing, and the ability to evaluate the content of online materials. Access to technology improves access to educational opportunities. Institutions must do their part by providing adequate equipment and training opportunities, and students must do their part by participating in computer-skills training. Mastery of new technologies also benefit faculty, through improving instruction, by increasing productivity, by expanding access to more instructional technologies, and facilitating participation in distance learning. Success in adopting computer literacy as an aspect of community college general education requirements has been increasing, and as it increases, it will steadily enhance the educational aspects of the junior college. (Contains 10 references.) (VWC)

ED 438 011 JC 000 156

Striplin, Jenny Castruita
A Review of Community College Curriculum Trends. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Curriculum; *Community Colleges; *Curriculum Evaluation; Educational Change; *Educational Trends; Institutional Role; Postsecondary Education; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- ERIC Digests

Approximately 50 percent of all students who enter postsecondary education enroll in community colleges. Consequently, reviewing the characteristics of the community college curriculum is paramount to understanding the role these institutions play in shaping students' trajectories. To accomplish this task, it is imperative to track curricular changes as they occur in community colleges. This digest highlights major findings from lessen the likelihood of violence, including early care and education and after-school care; strong and supportive adults in family, school, and community; parental monitoring of media in the home; and restricted availability of weapons. (DLH)

ED 438 029   PS 028 184

Sterman, Sara Vernon; Dichter, Harriet
Use of Subsidized Child Care by Philadelphia Families: Findings and Discussion.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; *Day Care; Day Care Centers; Early Childhood Education; Employed Parents; Family Work Relationship; *Financial Support; *Social Services
IDENTIFIERS- Pennsylvania (Philadelphia); *Subsidized Child Care Services

The study examined the consequences of delay in enrollment in subsidized child care and the impact of funding on the choices and perceived opportunities of families once they begin receiving child care subsidies. Subjects were 106 working families in Philadelphia who are either using subsidized child care or who are waiting to enroll in the subsidized child care program. During the telephone interviews, 97.2 percent of respondents described themselves as sole providers, 51.9 percent reported having some college education, 81.1 percent were African-American, and 55 percent reported requesting or having care for only one child. Interviewed families reported that productivity at work was promoted through the child care subsidy program; parental peace of mind was greatly enhanced; and more funds were available to meet basic needs for food, shelter, and health care. Concerning the types and cost of care, respondents reported that center care is the most popular selection for both waiting and enrolled families, and that families on the waiting list often paid more for child care than did program-enrolled families. Families enrolled in the program cited quality, flexibility, location, and availability as key factors in selecting child care providers; waiting list families indicated that location and cost mattered most. Families changed child care providers primarily because of dissatisfaction with the quality of care received, but also because of cost. Waiting list families were more likely to change providers. Center-based care enrollees were most likely to continue with their current provider when subsidized. An appendix provides an overview of the child care subsidy program. (DLH)

ED 438 030   PS 028 191

Lipsitt, Lewis P., Ed.
The Brown University Child and Adolescent Behavior Letter, 1999.
PUB DATE- 99
NOTE- 129p.; For 1998 issues, see ED 426 771.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Adolescent Behavior; Adolescent Development; Adolescents; Anger; Antisocial Behavior; Assertiveness; Attention Deficit Disorders; Autism; *Behavior Problems; Cheating; *Child Behavior; Child Development; Child Health; Child Psychology; *Childhood Needs;

Using Data To Guide Policy Development. Future Trends, Volume V, 1999.
PUB DATE- 99
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Brain; Data Collection; *Day Care; *Early Childhood Education; Educational Quality; Federal Programs; *Financial Support; *Policy Formation; Program Descriptions; *Public Policy; State Aid; State Government; State Programs; Statewide Planning
IDENTIFIERS- Affordability; Brain Development; Child Care Costs; Child Care Needs; Day Care Availability; Day Care Quality; *Massachusetts

As states work to provide public funds for early care and education programs, they need data on the current system to better provide a system that supports parents' need to work, promotes healthy child development, and ensures the educational quality of all early education and care programs. This report provides Massachusetts' policy makers with a picture of how public funds to support early education and care are currently distributed. The report includes data on state and federal programs, and describes initiatives to standardize data collection across programs. Also summarized are findings from recent brain development research; the effects of high-quality programs are discussed. The report concludes with recommendations for expanding services and creating a better infrastructure for early education and care. Six appendices include definitions, a summary of state and federal agencies funding early care and education services, descriptions of the Boston EQUIP and the Community Profiles Projects, and lists of participating communities and estimated need data per town. (Contains 34 references.) (KB)

ED 438 049 PS 028 247

Phillips, Asha
Saying "No": Why It's Important for You and Your Child.
PUB DATE- 99
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Child Rearing; Childhood Needs; *Children; *Coping; *Discipline; Foreign Countries; Maturity (Individuals); Parent Attitudes; *Parent Child Relationship; *Parents; Significant Others
IDENTIFIERS- *Limits (Concept)

Noting the difficulty that parents have in saying "no" to their children, this book discusses the needs of the developing child within the family and examines the process of setting limits. Using both case studies from child psychotherapy and informal anecdotes from family life, the book examines the negative associations surrounding the word "no" and celebrates change and movement as essential in building children's and parents' confidence and self-esteem. Chapter 1 of the book concerns parents' interpretation of infants' needs, discusses situations where it is important to say "no," and examines why it is difficult to do so. Chapter 2 examines the years 2 to 5, and focuses on children's perception of the world as magical, parents used to facilitate their daughter's reading competence. Thirty strategies are listed, each one accompanied by the appropriate learning principle. Included among the strategies are: encouraging the child to read to a younger sibling (prompting), and telling the child that the parents spend much of their work days reading (symbolic modeling). The paper also includes child-to-child suggestions for increasing reading and a question-and-answer section about increasing a child's reading. (KB)

ED 438 067 PS 028 267

Ready To Learn: The French System of Early Education and Care Offers Lessons for the United States. A Welcome for Every Child III. A Report of the French-American Foundation.
SPONS. AGENCY- Foundation for Child Development, New York, NY.; William and Mary Greve Foundation, Inc., New York, NY.
PUB DATE- 99
NOTE- 67p.; Sponsored by the Richard Lounsberg Foundation, the Corning Incorporated Foundation, and Mr. and Mrs. Pierre-Louis Roederer.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Day Care; *Early Childhood Education; Financial Support; Foreign Countries; Government Role; National Curriculum; Preschool Curriculum; Preschool Education; Preschool Teachers; Program Descriptions; *Public Policy; School Community Relationship; *Young Children
IDENTIFIERS- France; Program Characteristics

Noting that the fragmented approach to early childhood education in the United States has resulted in enormous variability in program quality, this report describes characteristics of the "ecole maternelle," the preschool system in France. The report is based upon observations made by 15 American delegates who visited 11 preschools in Paris neighborhoods of varying affluence. The report notes that nearly all 3- to 5-year-olds attend the ecole maternelle, which combines education and care for at least 8 hours a day. Highly-trained teachers form the backbone of quality, and the schools are physically impressive. The French preschools follow a national curriculum, emphasizing socialization, mathematics, and language. Schools are structured into a coherent system of financing, administration, and accountability. The national government pays for and trains teachers, and local entities pay for buildings and infrastructure. The annual costs of the ecole maternelle and before-and-after school programs are about $5,500 per child, with government paying almost the entire cost. Although American delegates were impressed by the French system's universal availability, highly trained teachers, high-quality facilities, and deep public support, they also noted characteristics that might limit U.S. application. The report concludes with the following recommendations for action in the United States: (1) promote preschool for every child; (2) clarify government roles and responsibilities; (3) train and adequately pay teachers of young children; (4) develop core principles for early childhood programs; and (5) respond to the needs of children and families. The report's three appendices include lists of site visits and meetings, biographies of the delegates, and a list of the French-American Foundation board of directors. (KB)

ED 438 068 PS 028 268

Foreign Countries; *Grouping (Instructional Purposes); National Curriculum; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Scotland

In Scottish primary schools, "setting" refers to arranging pupils for a given curriculum area in separate classes with different teachers, based on pupils' attainment in that particular area. This research studied four Primary 7 classes in Scotland, in which setting was used for the teaching of mathematics and English in 3 of the 4 schools. Findings from observations of classroom practices in these classes were compared with findings from an earlier study of four Primary 7 classes in which setting was not used. The comparison findings indicated that there was little difference in the balance of the curriculum in setting and nonsetting schools. In both types of schools, there were marked differences between practice and 5-14 recommendations. Target pupils spent more time in whole class teaching situations in setting schools than in nonsetting schools. Setting was not related to the amount of time target pupils were engaged on task. There was no increase in the amount of time devoted exclusively to teaching in the setting schools. The dominant teaching approach in setting schools was instruction, with both set classes and mixed ability classes. In nonsetting schools, facilitating learning was the commonly noted teaching approach. Target students in setting schools spent more time involved in assessment than their counterparts in nonsetting schools. Overall, the time teachers spent assessing and recording pupils' progress was similar in setting and nonsetting schools. Recommendations were made regarding introduction of setting, grouping strategies, teacher allocation, resources, communication with pupils and parents, and evaluation of the effects of setting. (Contains 17 references.) (KB)

ED 438 086 PS 028 291

Oberhuemer, Pamela
Conceptualising the Professional Role in Early Childhood Centres: Emerging Profiles in Four European Countries.
PUB DATE- 99
NOTE- 9p.; Paper presented at the EECERA Conference on Quality in Early Childhood Education (9th, Helsinki, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Role; *Child Caregivers; *Day Care; *Early Childhood Education; Foreign Countries; *Preschool Teachers; Public Policy; *Teacher Role; *Teaching (Occupation)
IDENTIFIERS- Denmark; Europe; Germany; *Professionalism; Sweden; United Kingdom

This paper, presented in three parts, examines the role of the early childhood professional in Europe. Part 1 of the paper examines how various European countries broadly conceptualize the early childhood professional role. Four broad categories are described: (1) early childhood pedagogue; (2) preschool specialist; (3) teacher; and (4) social pedagogue. This section notes that teachers and preschool specialists, rooted in public education-based systems, are likely to perceive their work as child-oriented and education-based, whereas the early childhood and social pedagogues are likely to view their profession in a wider context. Part 2 of the paper pinpoints recent developments in early education and care policies in Germany, Denmark, Sweden, and the United Kingdom. This section notes that, in most cases, decentralization and local government using the High/Scope educational approach. This document is comprised of the PQA's user guide for Head Start, the PQA administration manual, and the PQA assessment form. The Head Start user guide relates the PQA to Head Start performance standards. The administration manual includes information on the PQA's potential uses, directions for administration, and test reliability and validity. The 72-item assessment instrument is organized into 7 sections: (1) learning environment; (2) daily routine; (3) adult-child interaction; (4) curriculum planning and assessment; (5) parent involvement and family services; (6) staff qualifications and staff development; and (7) program management. The assessment form provides space for information on the program and the rater, and provides guidance for making ratings on 5-point scales for each of the 72 items. Anchors are provided for 3 of the 5 points, and space is provided for recording supporting evidence or anecdotes related to each rating. A summary sheet completes the assessment form. (KB)

ED 438 104   RC 022 169

Darou, Wes G.
Vocational Counselling and First Nations.
PUB DATE- 98
NOTE- 16p.; Published in French in the journal, "Carrierologie," under the title "L'orientation professionnelle aupres les Premieres Nations" (in press), and in the e-journal, Pimohtewin (January 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indians; *Canada Natives; *Career Counseling; *Counseling Techniques; *Counselor Client Relationship; Cultural Differences; *Cultural Relevance; Foreign Countries; Role Models; Values
IDENTIFIERS- *Cross Cultural Counseling; Ontario (North)

Some First Nations communities in northern Ontario have requested vocational counseling services to help youth select careers and reduce student attrition. However, Euro-American counseling practices may not be appropriate for Native clients. This paper describes the approach of the Anishanabek Educational Institute (AEI), which was established to meet First Nations' educational and vocational needs in northern Ontario. AEI's preferred counseling model is delivered by a competent Native professional and is a balanced holistic model that is flexible to value differences and responsive to the environment. Counselors must show respect for the land, the people, and the elders. The values of Indian clients will almost certainly differ from those of non-Native counselors. Since values also differ among First Nations, it is important for all counselors to recognize their own values and the existence of value conflicts, and to be able to help clients deal with such conflicts. Other aspects of AEI's approach include using role modeling to acquaint clients with unfamiliar occupations, managing client stress caused by educational or vocational training experiences, avoiding inappropriate testing, helping clients develop strategies to deal with the White majority, including spirituality as an important component of counseling, and adapting the helping situation itself to Native customs and context. Internet resources, culturally relevant counseling tools, specific counseling guidelines, and possible role models are listed. (Contains 37 references.) (SV) change in high school enrollment almost always moved in the opposite direction of change in population. In addition, analysis of regional earnings and enrollment data suggests that a 10 percent increase in earnings between 1969 and 1993 reduced high school enrollments by about 2.5 percent. Thus, high school enrollments seem fairly sensitive to the opportunities for unschooled workers in the surrounding area. Data on relative earnings for Kentucky males at different education levels in 1980 and 1990 suggest that incentives to attend college increased in the 1980s, but not the incentive to complete high school. Implications for Kentucky's future and for the Kentucky Education Reform Act are discussed. (SU)

ED 438 122   RC 022 250

Sexton, Robert F.; Clements, Stephen K.
Trends and Issues Affecting Primary and Secondary Education.
PUB DATE- 96
NOTE- 11p.; In: Exploring the Frontier of the Future: How
  Kentucky Will Live, Learn and Work; see RC 022 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- *Academic Standards; Accountability; *Educational
  Assessment; *Educational Change; Educational Finance;
  *Educational Trends; Elementary Secondary Education; Futures
  (of Society); Population Trends; Professional Development;
  *School Based Management
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990;
  Policy Implementation

While school reform has already dramatically altered the culture of education in Kentucky, the future holds daunting challenges. This chapter examines a few of the most difficult changes being implemented as a result of the Kentucky Education Reform Act (KERA), as well as conditions external to schools that markedly influence educational success. One KERA reform--the Kentucky Instructional Results Information System (KIRIS)--is a true "high stakes" accountability system, meant to drive instruction and curriculum and form the basis for rewards and sanctions. However, scholarly reviews of KIRIS have revealed reliability problems, and little is known about whether financial incentives to educators will actually improve student learning. Other KERA reforms in progress are the setting of rigorous academic standards, which require development of parallel curricula and a change in the way Kentuckians think about schools as institutions, and the creation of site-based decision-making councils that give teachers, parents, and administrators authority over key education matters. Other factors influencing the future of education are trends in teacher demographics and professional development, budgetary problems and educational funding needs, the aging of the population, and child welfare conditions. (SU)

ED 438 123   RC 022 251

Smith-Mello, Michal
The Ivory Tower Under Siege.
PUB DATE- 96
NOTE- 11p.; In: Exploring the Frontier of the Future: How
  Kentucky Will Live, Learn and Work; see RC 022 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

from the daily grind of handouts, lectures, and assignments. Rarely is experiential education seen as a central approach to learning. Common misconceptions of experiential education suggest that it must include high adventure and that experiential learning is achieved by simply designing lessons that are active. However, experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences and from opportunities in order to process, generalize, and apply learning. Opportunities for utilizing experiential education are limited by colleges and universities that seldom offer training and coursework related to experiential learning. In addition, most teachers rely on their prior teacher-centered learning experiences rather than explore the advantages of experiential learning. However, with the assistance of recent publications and an increasing number of trainings and workshops, teachers can begin to incorporate experiential education as a core component of their teaching. Teachers will need to take an active role in seeking out training, materials, and resources to help them move experiential education from being just a side dish to more of a main course. (LP)

ED 438 141 RC 022 271

Donahue, Lynn M.
What Is an Experiential Learner?
PUB DATE- 99
NOTE- 12p.; In: Selected Monographs from the Association for Experiential Education International Conference (27th, Rochester, NY, October 1999); see RC 022 262.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Art Education; *Cognitive Style; *College Students; *Experiential Learning; Higher Education; Inquiry; *Learning Experience; Learning Theories; Relevance (Education); Student Attitudes; *Student Reaction
IDENTIFIERS- Dewey (John); Reflective Thinking

This paper focuses on the learning experiences of two college students enrolled in an experientially based art education course. The students, "Beth" and "Alissa," were interviewed regarding their responses to viewing an art exhibit. The students also completed a writing assignment incorporating personal contemplations about how they processed their learning experiences. Beth was more contemplative in her learning style and described herself as an "active listener," while Alissa learned in a more engaged and reflective way. Beth and Alissa were also asked how their learning experiences could be applied to the four principles of experiential learning: engagement, reflective, responsible, and relevant. According to learning theorists, experiential learning occurs when students are engaged intellectually and involved in an active way as evidenced by taking responsibility, ownership, and control over their learning; reflecting on the process and product of their learning; and connecting their learning with what is relevant to themselves and the world around them. The stories of Alissa and Beth illustrate how both students learned in experiential ways, yet differed in the manner in which they expressed their learning. However, Alissa and Beth did not demonstrate all four principles of experiential learning within the scenarios described, and they indicated a lack of experiential learning in other situations. Variables of student and instructor to solve the puzzles. (ASK)

ED 438 160 SE 063 075

Russell, Susan Jo
Relearning To Teach Arithmetic Addition and Subtraction: A Teacher's Study Guide.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 55p.; Videotapes not available from EDRS.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Addition; Arithmetic; Elementary Education; *Faculty Development; *Mathematics Instruction; Mathematics Teachers; *Subtraction; Teaching Guides; Videotape Recordings

This package features videotapes and a study guide that are designed to help teachers revisit the operations of addition and subtraction and consider how students can develop meaningful approaches to these operations. The study guides' sessions are on addition, subtraction, the teacher's role, and goals for students and teachers. The readings in the guide feature: (1) Relearning about Arithmetic; (2) Approaches to Addition and Subtraction; and (3) carrying and borrowing. The two videotapes entitled "Students' Approaches to Addition and Subtraction" and "Teaching and Learning about Addition and Subtraction", are included and designed for viewing in a professional development setting. The first tape focuses on students as they demonstrate and explain to the teacher and their classmates how they solved problems involving whole-number computation. The second tape, which features narration and a number of interviews with teachers, offers a perspective on the kinds of learning environments that support students as they build their understanding of the operations. (Contains 16 references.) (ASK)

ED 438 161 SE 063 076

Molnar, Jane
Logic Mysteries. Grades 3-5.
PUB DATE- 99
NOTE- 83p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Games; Elementary Education; Grade 3; Grade 4; Grade 5; *Mathematics Activities; *Mathematics Instruction; Problem Solving; Puzzles; Thinking Skills

The logical mysteries in this book are designed to develop critical thinking and deductive reasoning skills, motivate children to read carefully, and develop memory skills. The mystery solutions are explained at the end of the book. The first nine mysteries are intended for third grade students to work on with their teacher or parents. The second nine mysteries are intended for fourth grade students and the last nine for fifth grade. (ASK)

ED 438 162 SE 063 161

introductory calculus-based physics at 6 colleges and universities are presented. Findings indicate a large gap between the expectations of experts and novices and a tendency for student expectations to deteriorate rather than improve as a result of a semester of introductory physics. (Contains 36 references.) (Author/WRM)

ED 438 186 SE 063 215

Redish, Edward F.
Diagnosing Student Problems Using the Results and Methods of Physics Education Research.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 13p.; Paper presented at the International Conference on Physics Teaching (Giulin, China, August 19-23, 1999). Work supported in part by a grant from the National Science Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Structures; Higher Education; *Learning Processes; Learning Theories; *Physics; Psychology; Science Education; *Scientific Concepts; Teaching Methods

This paper summarizes the recent work of the Maryland Physics Education Research Group on analyzing student learning in introductory university physics. This work is carried out in a model of student thinking and learning based on principles from cognitive science. The model permits a better understanding of, and diagnosis for, the state of both individual students and classes. For the study and teaching of university physics, the research summarized here indicates that the context that determines a particular student response includes not only the question or problem and the classroom environment, but also unobservable (and uncontrollable) elements of the student's internal state. (Contains 17 notes.) (WRM)

ED 438 187 SE 063 217

Kang, Kelly H.
Characteristics of Doctoral Scientists and Engineers in the United States: 1997. Detailed Statistical Tables.
PUB DATE- 99
NOTE- 178p.; For 1995 report, see ED 414 203.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Demography; *Doctoral Degrees; Employment Patterns; Engineering Education; *Engineers; Higher Education; Minority Groups; Population Trends; Postdoctoral Education; Professional Development; Science Education; *Scientists; Tables (Data)
IDENTIFIERS- National Science Foundation

This report presents data on the demographic and employment characteristics of the nation's doctoral scientists and engineers. Data were developed as part of the Longitudinal Doctorate Project. Current information on the supply and utilization of doctoral personnel in science and engineering reflects the results of the 1997 Survey of Doctorate Recipients (SDR), the 13th in a biennial series. The population of the

Newspaper in Education Program (NIE) guides and supplemented with examples from history and age-appropriate literature. The booklet's format includes an introduction; a definition of the value; synonyms or key words for the value word; teaching strategies and home activities; and quotes and sayings for the classroom bulletin board and the refrigerator at home. Addresses of character education organizations and lists of various additional resources are attached. (BT)

ED 438 207 SO 031 261

Percoco, James A.
Saint-Gaudens' Memorial to Shaw and the Fifty-Fourth. Lesson Plans.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Black History; *Blacks; *Civil War (United States); *Cultural Context; Elementary Secondary Education; *Sculpture; Social Studies; United States History
IDENTIFIERS- National Gallery of Art DC; *Saint Gaudens (Augustus); *Shaw Memorial

These lesson plans on Saint-Gaudens' Shaw Memorial contain activities for grades 3-8 and activities for grades 9-12. It is recommended that before implementing the lesson plans teachers should familiarize themselves with pertinent information about Robert Gould Shaw and the Massachusetts 54th Regiment from the listed Web sites; consult the sources listed in the bibliography; and view the motion picture "Glory" and other documentaries dealing with the Massachusetts 54th Regiment. The student objectives are to understand the role of public commemorative sculpture; discuss the place of Augustus Saint-Gaudens in U.S. cultural history; utilize various kinds of primary source materials; determine the role of the African-American presence in the Civil War; understand how all of the arts can serve as catalysts for establishing historical context; and recognize how certain art forms represent enduring values and become classics. A selected bibliography contains 26 citations. (BT)

ED 438 208 SO 031 262

Hardy, Beatriz, Comp.
Turning Points in History: People, Ideas, Events. National History Day Curriculum Book 2000.
PUB DATE- 99
NOTE- 113p.; Additional sponsors are The New York Times Newspaper in Education Program, The American Battle Monuments Commission through a generous grant from the McCormick Tribune Foundation, The 50th Anniversary of the Korean War Commemoration, and The Civil War Trust.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Elementary Secondary Education; Historic Sites; History Instruction; Internet; *Inventions; Primary Sources; Science Instruction; *Scientific and Technical Information; Social Studies; Student Research; *Technological Advancement; Thematic Approach; *United States History; *World History

following strands: (1) "People around Us"; (2) "Our Community"; (3) "Other Communities"; (4) "Our People Now and Then"; (5) "Our Land and Our People"; and (6) "Our Country Canada." Each of the six strands forming the core of the elementary social studies curriculum comprises a number of themes inferred from the political science content of the curriculum. For each theme, where appropriate, the reader is provided with the following: commentary on the theme; information related to the theme; development of concepts related to the theme; development of issues related to the theme; and suggested activities related to the theme. (BT)

ED 438 227 SO 031 387

Civics: A Resource Book for Teachers in the Junior Secondary Social Studies Curriculum and Resource List, 1998.
PUB DATE- 98
NOTE- 182p.; For Civics in the Elementary Social Studies Classroom, see SO 031 385.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civics; Foreign Countries; Junior High Schools; Social Studies
IDENTIFIERS- Northwest Territories

Civics is an area of study in which students learn about the rights and duties of citizens. In the Junior Secondary Social Studies Curriculum in Canada, civics is integrated with all other components of social studies. The civics themes identified in this book are not explicitly stated in the social studies curriculum, but rather, a reading of the curriculum makes it clear that the social studies teacher in the junior secondary/middle school is expected to address aspects of political science as well as of history, geography, and economics. After an introduction, "How to Use This Resource Book", the book is divided into the following "strands": (7) "The Circumpolar World"; (8) "The Changing World"; and (9) "The Growth of Canada." Each of the three strands forming the core of the junior secondary civics curriculum is comprised of three themes inferred from the political science content of the curriculum. For each theme, where appropriate, the reader is provided with the following: commentary on the theme; information related to the theme; and development of concepts, issues, and suggested activities related to the theme. (BT)

ED 438 228 SO 031 401

Blanken, Michaele R.
Increasing Student Engagement in Social Studies.
PUB DATE- 99
NOTE- 84p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Attitude Change; Classroom Research; Elementary Education; Grade 3; Grade 4; *Learning Strategies; Models; Skill Development; *Social Studies; *Student Attitudes
IDENTIFIERS- Field Based Programs; Program Objectives; *Student Engagement

An action research project developed a program for increasing student engagement in social studies. The targeted population

Written Composition as a common tool. Its format and scoring were similar to college assessments, and it was available statewide. In 1997, 250 high school students took the GSE. A holistic rubric was developed. Essays were read and scored, and data sets were matched. There was a strong correlation, which convinced the team to continue with the GSE. In 1998, 300 more essays were read and scored holistically and diagnostically. Holistic grades were correlated with GSE scores, yielding a strong correlation. In 1999, 3,300 high school juniors took the GSE. The correlation was still strong. Letters were sent to students with diagnostic feedback and GSE scores, noting the relevance for college placement. JAT implementation has had several positive effects in the school district. While the GSE has changed from year to year, it has remained a reliable instrument. (SM)

ED 438 248   SP 038 990

Chesek, Fred
Attributes That Predict Teachers' De-Escalation of Aggression and Violence in the Classroom.
PUB DATE- 99
NOTE- 126p.; Ph.D. Dissertation, Loyola University of Chicago.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrator Attitudes; *Aggression; Classroom Environment; High Schools; Principals; Secondary School Teachers; *Student Behavior; Teacher Attitudes; *Teacher Characteristics; Teacher Student Relationship; Urban Schools; *Violence
IDENTIFIERS- Chicago Public Schools IL

Aggressiveness and violence in schools are concerns that educators have to address. Using a random method of sampling, this study focused on six secondary schools located in the Chicago Public Schools System. Each school's administrator was interviewed, and two teachers at the school were also interviewed by a person trained in the Urban Teacher Selection Interview. Clusters of comparable traits were identified, and a statistical comparison was made, with teachers scoring well on the Urban Teacher Selection Interview. This study articulates common characteristics of gentle teachers (de-escalators) who provide students with classroom environments which promote non-threatening, accepting, risk-taking communities. Twelve teachers are described as de-escalators or escalators by their school administrators. Gentle teacher characteristics are identified through the use of Q-sorts, t-tests, discriminant analysis, and the Urban Teacher Selection Interview. A high correlation is found between outstanding teachers in the interview and characteristics that administrators find common to teachers who de-escalate violence and aggression. Five appendixes present statistical results, the administrator interview form, and the teacher interview form. (Contains 45 references.) (Author/SM)

ED 438 249   SP 038 991

Ryan, Charles W.; Graham, Glenn; Rafferty, Timothy J.
The Dewitt-Wallace--Reader's Digest Fund for Development of Renewal Partnerships: Department of Teacher Education. Final Report.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99

ED 438 268 SP 039 016

Kudva, Pramila
Impact of Selected Professional Aspects on Teacher Burnout.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Emotional Response; Foreign Countries; Higher Education; Preschool Education; Professional Development; Self Efficacy; Teacher Attitudes; *Teacher Burnout; *Teacher Characteristics; Teacher Persistence; Teacher Qualifications; Teacher Role; Teachers
IDENTIFIERS- India (Bombay)

This study investigated the relationship between several components of teacher burnout and various professional factors. Professional factors included professional qualifications, teaching level, professional growth, professional commitment, and role efficacy. Components of teacher burnout included development of negative attitudes toward students (DP), development of increased feeling of emotional exhaustion and fatigue (EE), and tendency to evaluate oneself negatively, leading to lack of personal achievement (lack of PA). The target population included teachers working in formal educational institutions in Greater Mumbai (Bombay), India. They ranged from preschool to college level teachers. Researchers administered a burnout inventory, role efficacy, professional growth, and commitment. Data analysis indicated that there was considerable teacher burnout among respondents. Teachers experienced burnout more in relation to EE than to DP or lack of PA. Role efficacy had negative associations with DP, EE, and lack of PA. Teaching level showed a significant positive relationship with DP and lack of PA. There was a significant negative relationship between EE and teaching level. Professional growth showed a significant nonlinear relationship with DP and lack of PA. Professional commitment had a significant negative relationship with DP and lack of PA. (Contains 21 references.) (SM)

ED 438 269 SP 039 017

Calvery, Robert; Sheets, Glenn; Bell, David
Modified Block Scheduling: An Assessment of Teacher's and Student's Perception.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Block Scheduling; High School Students; High Schools; Secondary School Teachers; Student Attitudes; Teacher Attitudes; Time Blocks

This study examined one public school system's change in its scheduling format from a seven-period day to block scheduling. This longer uninterrupted instructional time, usually lasting 90 minutes, provides for fewer classes and transitions per day, and the completion of more course credits during the school year. Participants were 200 high school students and 23 secondary teachers. Data were collected in two consecutive school years, using surveys which compared students' and

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Accountability; Achievement Tests; *Educational Assessment; Elementary Secondary Education; Scores; Test Construction; *Test Results
IDENTIFIERS- *Kentucky

In 1998 the Kentucky legislature directed the state's Board of Education to redesign the assessment and accountability system. As a result, the Commonwealth Accountability Testing System (CATS) was developed. Because of the major changes in the system, trend lines cannot be drawn to the previous assessment, the Kentucky Instructional Results Information System. This document contains the CATS results for elementary, middle, and high schools for the CATS core content tests. Some comments on student achievement on the various tests are included, highlighting areas of improvement in reading and mathematics. Tables contain the regional and state accountability index scores by content and for elementary, middle, and high school levels. Preliminary score reports are attached for the three school divisions for individual schools and districts. (Contains six tables and three lengthy charts of school and district results.) (SLD)

ED 438 290 TM 030 598

How We Achieve: Basic Facts about Kentucky's New Testing System... Education in Kentucky.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; *Achievement Tests; Educational Assessment; Educational Improvement; Elementary Secondary Education; Incentives; Public Schools; *State Programs; *Test Construction; Test Items; *Testing Programs
IDENTIFIERS- *Kentucky

In 1998, the Kentucky General Assembly called for a new testing system known as the Commonwealth Accountability Testing System (CATS) to determine how much children are learning in school. This brochure tells the basics about Kentucky's system of public education. The "Core Content" document describes what students should know and be able to do in each grade. A major part of CATS is the set of Core Content Tests, given every year in every school to measure the academic progress of the students. These tests use multiple-choice, essay-like questions and writing samples to measure how well students know a subject and what they can do with what they know. Kentucky's public school system holds schools accountable for their students' continued progress. Under CATS, each school will have a customized growth chart to show the level of student achievement expected each year until 2014. Schools get rewarded for sufficient improvement, for passing certain milestones along the way, and for being "pace setters" in the top five percent of all schools. Schools that are not doing well enough will not be offered state assistance until they fall below a certain point on their own customized growth chart. Kentucky has a number of support programs for families, students, teachers, and schools to help students meet high standards. (SLD)

ED 438 291 TM 030 599

Significance; *Test Use
IDENTIFIERS- *Confidence Intervals (Statistics); *Research Replication

This paper summarizes the literature regarding statistical significance testing with an emphasis on: (1) the post-1994 literature in various disciplines; (2) alternatives to statistical significance testing; and (3) literature exploring why researchers have demonstrably failed to be influenced by the 1994 American Psychological Association publication manual's "encouragement" to report effect sizes. Also considered are defenses of statistical significance tests. If the most practical goal for researcher was realized, statistical tests would not be completely banned, but would routinely be supplemented with accurate reports of effect size, confidence intervals, and replicability analyses. (Contains 59 references.) (Author/SLD)

ED 438 314 TM 030 625

Neu, Todd W.
A Review of Analytic Methods for Detecting Mediating and Moderator Effects.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Identification; *Statistical Analysis
IDENTIFIERS- *Mediators; *Moderator Variables (Statistics)

An important but too infrequently considered methodology that can be used in research involves testing for moderator and mediator variable effects. This paper distinguishes between the properties of moderator and mediator variables. The moderator functions to partition a main independent variable into subgroups that establish its domains of maximal effectiveness in regard to a given dependent variable. The mediator functions to represent the generative mechanism through which the main independent variable is able to influence the dependent variable of interest. Careful elaboration regarding the many ways in which moderators and mediators differ can make researchers and theorists aware of the importance of not using the terms interchangeably. A review of the analytic methods used for detecting mediating and moderator effects provides conceptual and statistical considerations for evaluating these effects. (Contains 31 references.) (Author/SLD)

ED 438 315 TM 030 626

VandenBosch, Dawn
A Primer Demonstration of Some Modern Statistics.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

appendixes contain supplemental information about gang involvement and the survey methodology. (Contains 31 tables, 18 figures, and 29 references.) (SLD)

ED 438 337 UD 033 272

Minorities in the Juvenile Justice System. 1999 National Report Series. Juvenile Justice Bulletin.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Blacks; Correctional Institutions; Court Litigation; Delinquency; *Juvenile Justice; *Minority Groups; Racial Differences; Violence
IDENTIFIERS- African Americans; *Incarcerated Youth; *Juvenile Crime

This report provides data on minorities in the juvenile justice system. Minority juveniles are significantly over-represented in the juvenile justice system. In 1997, minorities made up about one-third of the juvenile population nationwide but accounted for nearly two-thirds of the detained and committed population in secure juvenile facilities. For black juveniles, the disparities were most evident. Section 1 of this report discusses the fact that disproportionate minority confinement often stems from disparity at early stages of case processing. Section 2 looks at self-reported delinquent and deviant behaviors of youth varied by race and ethnicity. Section 3 discusses how juvenile arrests disproportionately involved minorities. Section 4 explains how in 1996, black juveniles were referred to juvenile court at a rate more than double that for whites. Section 5 explains how white juveniles were less likely to be detained than black juveniles and juveniles of other races. Section 6 discusses how minorities accounted for 7 in 10 youth held in custody for violent offenses. Section 7 examines how on the 1997 consensus day, minority offenders had been in residential placement longer than other juveniles. Section 8 explains that nationally, custody rates for black juveniles were substantially higher than rates for other groups. Section 9 discusses how males, 17-year-olds, minorities, and person offenders predominate among youth sent to adult prisons. (SM)

ED 438 338 UD 033 286

Majdalany, Gibran; Guiney, Susan
Implementing Distance Learning in Urban Schools. ERIC/CUE Digest, Number 150.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Development; *Distance Education; *Educational Technology; Elementary Secondary Education; Program Development; *Program Implementation; *Urban Schools
IDENTIFIERS- ERIC Digests

This digest discusses how urban schools can implement distance program and summarizing recent literature on the issue, the paper describes the conceptual and analytic models used to estimate the effects of GED rates and policies on high school continuation ratios. Data analysis indicates that allowing teenagers to get GEDs increases dropout rates very substantially. Policies allowing teenagers to get GEDs without parental permission encourage large numbers to drop out of high school. However, when parental permission is required, allowing teenagers to get GEDs does not have this effect. Most youth who drop out because of the GED option do not actually go on to get GEDs during their teenage years. Three appendixes present problems with data on GED recipients, additional tests for robustness, and summary measures of GED policies. (Contains 27 references.) (SM)

ED 438 358 UD 033 323

The State of the Cities, 1999. Third Annual Report.
PUB DATE- 99
NOTE- 70p.; For the 1998 second annual report, see ED 430 071.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Factors; Housing Needs; Job Training; Poverty; *Suburban Problems; *Suburbs; Unemployment; *Urban Areas; *Urban Problems
IDENTIFIERS- Community Revitalization; Department of Housing and Urban Development; Public Private Partnership Programs

This third annual report discusses recent progress and challenges that lie ahead for U.S. cities and metropolitan regions. Part 1 examines social and economic trends affecting U.S. cities and the potential for a city/suburb alliance to promote a common agenda that would address the challenges and seize the opportunities reflected in the trends. Three major findings are: (1) thanks to a booming national economy, most cities are experiencing a strong fiscal and economic recovery, though too many central cities are still left behind, facing serious challenges; (2) some older suburbs are experiencing problems that were once associated only with urban areas (job loss, population decline, crime, and disinvestment), while simultaneously, many suburbs are straining under sprawling growth and its resulting problems; and (3) there is strong consensus on the need for joint city/suburb strategies to address sprawl and the structural decline of cities and older suburbs. Part 2 roadmaps solutions in the form of the Clinton-Gore 21st Century Agenda for Cities and Suburbs. The Agenda has four parts: (1) opening doors to new markets; (2) investing in America's workers; (3) expanding home ownership and affordable rental housing; and (4) promoting smarter growth and livable communities. (SM)

ED 438 359 UD 033 324

Bryk, Anthony S.; Hill, Paul; Shipps, Dorothy
Improving School-Community Connections: Moving toward a System of Community Schools.
PUB DATE- 99
NOTE- 50p.; Written in association with Michael J. Murphy, David Menefee-Libey, and Albert L. Bennett. Paper is drawn from or based on "Decentralization in Practice: Toward a System of Schools, A Final Report to the Annie E. Casey Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

America's Families, a survey of 44,461 households, on 7 indicators of well-being by race and ethnicity: poverty, family structure, child support, food hardship, housing hardship, health status, and health insurance coverage. For the purpose of this brief, all persons of Hispanic origin were grouped into the Hispanic category and non-Hispanics were grouped by racial category, resulting in five racial categories. Survey findings show that 70% of nonelderly persons in the United States are white, with the largest minority group, 13%, being black. The Hispanic population is almost as large as the Black population, representing 12% of the total, and this group is expected to become the largest minority by the year 2005. Asians represent 4% of the total, and Native Americans, 1%. Analysis of well-being by race and ethnicity confirms that economic and social disparities exist both within and across all racial and ethnic groups in the United States. Differences across groups remain even when looking separately at low- and higher- income families. Some differences are attributable to the fact that, within these income groupings, Blacks, Hispanics, and Native Americans have a lower average income than Whites and Asians. Still, regardless of income, race and ethnicity are strongly correlated with well-being in the United States. Policies designed to improve well-being must take into account variations among problems faced by ethnic groups. (SLD)

ED 438 377　　　　UD 033 347

Morris, Vivian Gunn; Morris, Curtis L.
Creating Caring and Nurturing Educational Environments for African American Children.
PUB DATE- 00
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Black Education; Black Students; Case Studies; *Educational Environment; Educational History; High Schools; Instructional Effectiveness; *School Desegregation
IDENTIFIERS- African Americans; Alabama

This case study focuses on an African American High school in Alabama, the Treholm High School tracing its history for its 90 years until it was closed by court order in 1969, and emphasizing what it was about the school that made it effective in the teaching of African American students. In order to present a perspective on which educational policymakers can build as they construct learning environments, the educational experiences teachers and principals thought essential, the school's interaction with parents and the community, and the educational environment under desegregation are described. The chapters are: (1) "Introduction: The Way It Was"; (2) "George Washington Trenholm: The Role of the Principal in the African American Community"; (3) "It All Began with Miss Doss"; (4) "Remembering the Teachers: The Heart of the Matter"; (5) "The Segregated African American School: A Center for Culture, Recreation, Leadership, and Education"; (6) "The Village as Educator: Learning, Nurturing, and Supporting African American Children beyond the School Building"; (7) "Alabama Politics and School Desegregation: The Punting Syndrome"; (8) "From Segregation Forever to Black Is Beautiful: Access to Higher Education in Alabama Next Door"; (9) "The Destruction of a School Community: Can It Be Rebuilt?"; and (10) "Where Do We Go from Here?" Appendixes discuss significant events related to African American education in Tuscumbia, Alabama and the study's methodology. (SLD) the 1998 Curriculum Project, which was conducted by the Center for the Study of Community Colleges (CSCC) and reported in the New Directions for Community Colleges volume entitled, "Trends in Community College Curriculum." Periodically, the CSCC surveys the curriculum of our nation's community colleges. For the 1998 study, 164 public community colleges submitted their spring catalogues and schedules. A previously developed coding scheme was applied to track 36 liberal arts and 26 non-liberal arts subjects. The findings from this study are presented in eight areas: liberal arts, non-liberal arts, general education requirements, interdisciplinary studies, honors programs, ESL courses, multicultural education, and distance education. Although ESL and distance education have increased, the traditional liberal arts curriculum is relatively stable. (Contains 10 references.) (VWC)

ED 438 012 JC 000 157

Thot, Iris Dolores
The Multiple Demands of a Tutor Coordinator: How To Balance a Very Split-Personality Job.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; Administrator Responsibility; Administrator Role; Community Colleges; *Coordinators; English Instruction; Job Satisfaction; Job Skills; *Language Teachers; *Tutorial Programs; Tutoring; *Tutors; Two Year Colleges
IDENTIFIERS- *Santa Monica College CA

The author of this article describes the various aspects of her job as the Modern Language Tutor Coordinator at Santa Monica College. The author writes that, in general, her days consist of wearing a number of different hats each day, including that of budget and payroll administrator, grant writer, tutor screener, tutor trainer, tutor employer, tutor coordinator, tutor, psychological counselor, mediator, computer trouble-shooter, researcher, writer of recommendations, friend, and surrogate parent. The author describes the multitude of duties and tasks that beset her everyday in each of these fifteen job roles. This article presents a description of Santa Monica College, which reflects the international atmosphere in Southern California in its language offerings. It also gives a description of the college's Modern Language Tutoring Center, the services it offers, and the limitations it occasionally faces when the Center gets extremely crowded with tutees and not enough tutors. The author asserts that the job of tutor coordinator necessitates prime people skills. She believes tutor coordinators to be the most social of all social animals, as helping people is their job. (VWC)

ED 438 013 JC 990 698

Ottenritter, Nan
The Courage To Care: Addressing Sexual Minority Issues on Campus.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Children; Classroom Techniques; Delinquency; Developmental Psychology; Discipline; Evaluation; Family Life; Homosexuality; Industrial Psychology; Infants; Newsletters; Premature Infants; Prevention; Schizophrenia; Sexual Identity; Student Motivation; Violence; *Youth Problems
IDENTIFIERS- Character Education; Tourette Syndrome

These 12 monthly issues from 1999 explore problems encountered by children and adolescents. Regular features include "Keep Your Eye On...," brief accounts of research into childhood and adolescent problems; "What's New in Research," summarizing research from recent publications and professional conferences; "Commentary," editorials from professionals working with children and adolescents; "Announcements," events and conferences of interest; book reviews; and client handouts for use by practitioners. Major topics include: (1) pedophilia, character education, and asthma (January); (2) Attention Deficit Hyperactivity Disorder (ADHD) drug treatment, public policy, Tourette Syndrome, and head trauma (February); (3) changes in family life between 1981 and 1997, adolescent male sex offenders, ADHD diagnosis, and premature infants' behavior and sensory problems (March); (4) boys' violent behavior, clonidine toxicity in children with ADHD, and childhood behavior disorders (April); (5) autism and childhood schizophrenia, and persistence of girls' antisocial behavior (May); (6) achievement and motivation in poor/minority children, autism and childhood schizophrenia, and solvent exposure risks in pregnancy (June); (7) anger, assertiveness training, maternal smoking and criminal behavior, and gang membership (July); (8) violence prevention programs, teen pregnancy and STD rates, firearms, and spanking (August); (9) cheating in school, school discipline, and child behavior checklists for assessment (September); (10) Girls Choir of Harlem to assist in transition to adulthood, and connections between industrial/organizational psychology and developmental psychology (October); (11) standardized checklists and contextual determinants of behavior, and infants' musical perception (November); and (12) sexual identity and homosexual adjustment issues in counseling, and early experience and brain development (December). (KB)

ED 438 031   PS 028 202

Velazquez-Cordero, Minerva
First Grade Teacher's Feelings about Discussing Death in the Classroom and Suggestions To Support Them.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Bereavement; *Childhood Attitudes; Childrens Literature; *Death; *Discussion (Teaching Technique); *Elementary School Teachers; Grade 1; Grief; Primary Education; *Teacher Attitudes; Teacher Response; Teacher Surveys

Drawing on the literature and a survey of first-grade teachers, this paper provides a summary of the ways children grieve, children's ideas on death, ways to help children contend with the difficulties surrounding death, and teachers' feelings about discussing death in the classroom. Twelve teachers completed a questionnaire about how to effectively respond to children's feelings and ideas about death. Findings revealed discussing how setting limits provides a model of coping and allows children to feel secure in their family and begin to develop resources on their own. Chapter 3 discusses the primary school years, noting that saying "no" is a way of establishing boundaries and separateness, making a space between wishes, thoughts, and actions. The chapter maintains that setting limits helps primary school children distance themselves from their more infantile feelings. Chapter 4 examines adolescence as a period of transformation, noting the importance of a secure base within the home and the adolescents' need to know they are loved and trusted as they find a new identity. The book's afterword addresses the importance of couples setting limits and the need for a gap between people to allow individual development. (Contains approximately 30 references.) (KB)

ED 438 050 PS 028 249

Jalongo, Mary Renck, Ed.
Resisting the Pendulum Swing: Informed Perspectives on Education Controversies.
PUB DATE- 99
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Bilingual Education; Censorship; Classroom Techniques; Educational Improvement; Educational Policy; *Educational Practices; Educational Theories; *Educational Trends; Elementary Secondary Education; Family School Relationship; Gifted; Inclusive Schools; Multicultural Education; *Politics of Education; Program Evaluation; Reading Instruction; Student Evaluation; Theory Practice Relationship

Designed to offer more than slogans and buzzwords to practitioners who are grappling with an array of education controversies, this book provides classroom teachers with a spectrum of information about current controversies so that they will be better equipped to blend action with reflection. The book deliberately resists extremes and argues for less contentious points of view. The book's introduction explores the five overarching goals for this collaborative project: (1) to resist faddism and false dualisms; (2) to promote a deeper understanding of education controversy; (3) to examine the beliefs that underlie the battles; (4) to respond more thoughtfully to educational debates; and (5) to expose the barriers to informed perspectives. The book's chapters, which address various controversies, are: (1) "Censorship--Evaluating Quality without Imposing Agendas" (Anne Drolett Creany); (2) "Inclusion--Celebrating Contributions while Meeting New Challenges" (Kay A. Chick and Deborah M. Clawson); (3) "Classroom Management--Managing the Classroom while Respecting the Child" (Beatrice S. Fennimore and Molly C. Ihli); (4) "Assessment--Allowing Traditional and Alternative Approaches To Co-Exist" (Linda Doutt Culbertson and Gerardo A. Contreras); (5) "Multicultural Education--Celebrating Diversity while Building Community" (Jyotsna Pattnaik); (6) "Families--Offering Support and Joining in Partnership" (Kathryn Delaney); (7) "Pedagogy--Finding a Place for Inquiry Methods and Direct Instruction" (Kay A. Chick); (8) "Reading Instruction--Reconciling Phonics and Whole Language: What Every Reading Teacher Should Know" (Xiaoping Li); (9) "Bilingual Education--Preserving a Child's First Language while Promoting Facility with a Second Language" (Elise Jepson Green); (10) "Gifted and Talented Education--Individual Differences or One-Size-Fits-

Tan-Niam, Carolyn, Ed.; Ling, Quah May, Ed.
Investing in Our Future: The Early Years. First Singapore Conference on Preschool Education: Promoting Quality Care and Education for Preschoolers (Singapore, December 2-3, 1998).
PUB DATE- 00
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Caregiver Child Relationship; Child Caregivers; Conference Proceedings; *Day Care; Educational Environment; *Educational Quality; Foreign Countries; Models; *Preschool Children; Preschool Curriculum; *Preschool Education; Preschool Teachers; Teacher Characteristics; Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- *Day Care Quality; Singapore

Informed by current thinking and supported by data gathered in Singapore, this volume compiles a selection of papers presented at the First Singapore Conference on Preschool Education: Promoting Quality Care and Education for Preschoolers. The papers are: (1) "Introduction: Issues in Quality Provision for Preschool Care and Education" (Carolyn Tan-Niam and Quah May Ling); (2) "Multiple Perspectives on the Quality of Programs for Young Children" (Lilian G. Katz); (3) "Using the Environmental Rating Scales as a Catalyst for Change" (Thelma Harms); (4) "Using the Early Childhood Environment Rating Scale in Singapore" (Celina Kwan); (5) "Preschool Quality and Staff Characteristics in Singapore" (Suhaila Retas and Celina Kwan); (6) "Characteristics of Preschool Environments and Teacher Effectiveness in Selected Child Care Centres" (Melinda W. Y. Fan-Eng and Pamela Sharpe); (7) "Early Childhood Services and the 'Wealth' of Nations: From a Precious Past to a Pre-Eminent Future" (Alan Hayes); (8) "Features of Preschool Education in Singapore" (Pamela Sharpe); (9) "Describing Early Childhood and Preschool Programmes: A Model Based on the Focus of the Programme and the Role of the Teacher" (Dennis Rose and Christine Clarke); (10) "Facilitating Fantasy Play in the Early Years" (Carolyn Tan-Niam); (11) "Promoting Resilience in Children" (Seng Seok Hoon); (12) "Enhancing Scientific Concepts and Inquiry Skills in Preschoolers" (Eunice Tay Lai Keong and Marilyn Quah May Ling); (13) "Children as Thinkers: The Development of Understanding Other Minds" (Carolyn Tan-Niam); (14) "A Bright Start for the Early Years" (Seng Seok Hoon); (15) "Infusing Thinking into the Preschool Curriculum" (Agnes Chang Shook Cheong); (16) "Promoting Quality Care and Education for Preschoolers with Disabilities in Mainstream Settings: The TEACH ME Services" (Diana M. Nomanbhoy, Levan Lim, and Rajiv Vasudev); (17) "Three Service Delivery Models in Early Childhood Special Education" (Sang-Seok Nam and Levan Lim); (18) "The Impact of Family Service Childcare Provision on Children from Low Income and Dysfunctional Families: A Study of Outcome Variables for Some Children in Singapore" (Pamela Sharpe); (19) "Aspects of Adjustment to Primary School--Some Guidelines for Teachers and Parents" (Pamela Sharpe and Linda Gan); (20) "The Effects of Two Parent Training Programmes on Children's Preparedness for School and Levels of Parental Support Following School Entry" (Christine Clarke); and (21) "A Parents-Completed, Computer-Based Screening Questionnaire for Young Children's Development" (Sang-Seok Nam). Each chapter contains references. (KB)

ED 438 069   PS 028 269

reform have been taking place in the context of restrained public spending and a climate of raised expectations concerning accountability for outcomes. Part 3 outlines dimensions of an emerging role profile and considers some challenges and changes for the profession and for public perceptions of early years education and care. This new role profile includes the following dimensions: (1) conceptualizing and developing a program; (2) presenting and legitimating professional practice to lay audiences; (3) implementing cooperative forms of management; (4) developing participatory roles for parents; (5) developing strategies for involving fathers and parents from minority backgrounds; (6) linking educational activities with community network activities for families; (7) supporting parent self-help groups; (8) cooperating with other professional agencies; and (8) examining and experimenting with different approaches toward quality development and evaluation. (Contains 16 references.) (KB)

ED 438 087 PS 028 292

Yajun, Zhou; Yi, Liao; Champagne, Susan
Childrearing in Hubei Village, China. Working Papers in Early Childhood Development 25.
PUB DATE- 99
NOTE- 43p.; Additional research provided by Wang Suquan. Research carried out by the staff of the China National Institute for Educational Research.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Caregiver Child Relationship; Child Health; *Child Rearing; Ethnography; Foreign Countries; *Infants; *Parent Attitudes; *Parent Child Relationship; Parents as Teachers; Play; Qualitative Research; *Toddlers
IDENTIFIERS- Adult Child Relationship; *Caregiver Attitudes; China; Daily Routines

With the aim of tailoring future programming decisions to local conditions and concerns, an ethnographic study was commissioned to examine childrearing practices in a small middle income village in Hebei Province, China. The research was designed to learn about the concerns and goals of child care providers, and about the strategic thinking and activities that derived from these goals and concerns. This report details the study of 10 children between the ages 1 and 3 and their caregivers, typically parents or grandparents, who were observed over a 12-month period as they went about their everyday routines. Additional information was obtained through conversations with caregivers. The research was conducted in three stages, each stage during a different agricultural season. Section 1 of the report summarizes the child care arrangements for each of the children studied, showing that arrangements varied by family, and frequently changed throughout the year to accommodate parental employment and other circumstances. Section 2 of the report describes adults' practices and expectations with respect to children's health and hygiene, the various activities comprising a child's day, what adults endeavor to teach children, and children's relationships with adults. The topics covered in this section of the report address the key areas of concern articulated by childcare providers in the course of the research: (1) child health, hygiene, and the body; (2) children's activities, including toys, books, television, drawing and writing, visiting friends, and visiting relatives; (3) purposeful teaching, including names, personal

ED 438 105 RC 022 180

Tootle, Deborah M.
Great Expectations: From Welfare to Work in the South. Rural Development Issues Impacting the South.
SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Eligibility; Employment; *Employment Potential; Labor Market; Legislation; Low Income Groups; Poverty; Public Policy; *Rural Areas; *State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- *United States (South); *Welfare Reform

Welfare caseloads across the nation have declined dramatically since welfare reform became law in August 1996. These declines have been interpreted to mean that welfare-to-work strategies are effective, but not enough is known to make such an assessment. In the rural South, unique social and economic conditions may affect the implementation and success of welfare reform. This report describes recent welfare reform efforts and identifies some conditions that may affect the potential for moving southern welfare recipients into the workforce. Because the states design and administer their own welfare programs, there is no typical state program. An overview of programs in 13 Southern states outlines major provisions: eligibility in terms of assets and income, time limits for receiving benefits, work requirements and exemptions related to child age, and the decline in caseloads from 1993 to 1999. Poverty is a severe and chronic problem in the South and, without exception, is more serious in rural areas. Welfare-to-work strategies may be particularly difficult to implement in persistent poverty counties, where employment opportunities are limited. Other barriers to employment include low levels of education and skills, competition for low-wage jobs from immigrant labor, inability to survive with low-wage jobs, lack of transportation, shortage of day care providers, and personal and family problems. Community strategies to address these barriers are discussed. (Contains 20 references.) (SV)

ED 438 106 RC 022 185

Harris, Carol E.
A Sense of Themselves: Elizabeth Murray's Leadership in School and Community.
SPONS. AGENCY- Ministry of Canadian Heritage, Ottawa (Ontario).; Nova Scotia Dept. of Education and Culture, Halifax.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 192p.; Published by Fernwood Publishing.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Adult Education; Biographies; *Community Action; *Community Leaders; Community Programs; Elementary Secondary Education; Fine Arts; Foreign Countries; Higher Education; *Leadership Qualities; Music Education; Rural Areas; Rural Education; *Teacher Influence; Teacher Student Relationship
IDENTIFIERS- *Nova Scotia; Teacher Leadership

This biography profiles the late Elizabeth (Betty) Murray, an

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; change Strategies; College Environment; Education Work Relationship; Educational Change; *Educational Finance; Educational Objectives; Educational Policy; *Higher Education; *Politics of Education; Role of Education; Student Costs; Total Quality Management
IDENTIFIERS- Kentucky

Increasing public dissatisfaction with the cost and quality of higher education is creating pressure for fundamental change. Higher education is not as certain to produce a higher standard of living as it used to be, and costs are rising faster than the rate of inflation. Declining state contributions to higher education have shifted the financial burden of running institutions of higher education to students. Many point to higher expenditures on nonacademic student amenities, bloated administrations, and senior faculty who teach few courses and produce little meaningful research. The citizens call for systemic organizational change leveraged by state policymakers. Since increased state funding is unlikely, the challenge for policymakers is how to encourage and reward such fundamental change in the long-term interests of citizens. Alternatives include: cutting funding to encourage containing costs; tying performance standards to funding; consolidating public universities and community colleges; implementing a Total Quality Management type of approach that offers the ethic of continuous improvement and reorients the institutions toward their "customers" (students), while tapping the potential of faculty and staff to shape a more responsive, efficient system of management and instruction; and "learning organizations" in the private sector that offer a new focus for many institutions of higher education. Engagement in organizational change could be a boon for higher education, creating whole new markets and enlivening the education process. Outcomes will ultimately depend on the energy and commitment that institutions bring to the challenge. (Contains 43 footnotes.) (TD)

ED 438 124 RC 022 252

Goetz, Stephan J.
Workforce Training Issues.
PUB DATE- 96
NOTE- 12p.; In: Exploring the Frontier of the Future: How Kentucky Will Live, Learn and Work; see RC 022 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Apprenticeships; Career Education; Cooperative Education; *Education Work Relationship; Educational Change; Educational Finance; Entry Workers; Job Skills; *Labor Force Development; Lifelong Learning; Partnerships in Education; Postsecondary Education; Poverty; Rural Areas; *Vocational Education; Work Experience Programs
IDENTIFIERS- Kentucky Education Reform Act 1990; Public Private Relationship

The importance of a skilled and highly educated workforce to economic well-being is widely recognized, and the relationship between skills and income is becoming stronger over time. Largely as a result of growing demand for skilled workers, state-level training programs are becoming increasingly important as complements to federal programs. Although the demand for workers with a bachelor's degree or more is growing rapidly, many future workers will not attend college and will require other types of training. Cost-sharing for worker characteristics, as well as the issue of learning how to learn in experiential ways, need to be addressed in future research. (Contains 21 references.) (LP)

ED 438 142 RC 022 272

Fink-Miller, Karinsue
Include Me: A Universal Approach to Ropes Challenge Courses.
PUB DATE- 99
NOTE- 6p.; In: Selected Monographs from the Association for Experiential Education International Conference (27th, Rochester, NY, October 1999); see RC 022 262.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (For Disabled); *Adventure Education; *Disabilities; *Needs Assessment; Program Improvement; Safety
IDENTIFIERS- *Rope Courses

This paper offers suggestions for making ropes challenge courses accessible to individuals with special needs. Federal legislation requires that programs be updated to be inclusive of individuals with disabilities. A transdisciplinary approach is suggested for promoting a better and safer program based on input from occupational therapists, physical therapists, speech and language pathologists, teachers, parents, and individuals. A team approach helps determine what physical adaptations or special equipment are needed, the best teaching approach, and necessary safety precautions. A questionnaire is included that can be used as a guideline for finding out from individual clients what, if any, adaptations need to be made. The questionnaire includes cognitive questions (thinking process, attention span, and ways the individual releases tension); social questions (speech and language); sensorimotor questions (physical abilities and any sensory deficits); and safety precautions (seizures, sun exposure, feeding and drinking, allergies, medications, transferring from a wheelchair.) (LP)

ED 438 143 RC 022 274

Dayton-Sakari, Mary, Ed.; Miller, Carole S., Ed.; Liedtke, Werner, Ed.
Connections '96. Proceedings of a Faculty Conference (2nd, Victoria, British Columbia, Canada, May 1996).
SPONS. AGENCY- British Columbia Dept. of Education, Victoria.
PUB DATE- 97
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Techniques; Educational Practices; Educational Research; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Higher Education; Preschool Education; Teacher Education; Teaching Methods
IDENTIFIERS- British Columbia

This proceedings contains 19 papers presented at the second annual faculty conference at the University of Victoria (British Columbia, Canada). Papers cover a wide variety of disciplines, including preschool education, classroom communication, mathematics instruction, theater, attention deficit disorders, distance learning by rural home schoolers,

Rule, Audrey C., Ed.
Measurement Activities for Increasing Student Curiosity for Animal and Space Topics.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Elementary Education; Mathematics Activities; *Measurement; Science Education; *Space Sciences

This document presents a resource for elementary teachers in the form of a collection of facts and measurements of animals and planets to be used in generating student interest for these different topics. It is suggested that the teacher make an overhead transparency of the measurements related to the current topic, then have students guess at what is being measured. Part of this activity, aside from arousing student curiosity, allows the teacher to diagnose what students know about the topic and focus their attention. Measurements for the animal and solar system topics include: (1) "Sharks" (Deborah Smith); (2) "Bats" (Sharissa Entrichel and Liz Osvold); (3) "Brown Rats" (Jolene Dockstader); (4) "Blue Whales" (John Pattis); (5) "The Solar System: Mars" (Cindy Hurst); and (6) "The Solar System: Saturn" (Lupe Rodriguez). (Contains 75 references.) (ASK)

ED 438 163 SE 063 162

High, Robert V.
Mathematical Anxiety among Business Statistics Students.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; *Mathematics Anxiety; Measures (Individuals); *Statistics; Student Surveys
IDENTIFIERS- *Statistics Anxiety

A survey instrument was developed to identify sources of mathematics anxiety among undergraduate business students in a statistics class. A number of statistics classes were selected at two colleges in Long Island, New York. A final sample of n=102 respondents indicated that there was a relationship between the mathematics grade in prior mathematics courses and the expected grade in business statistics. The level of math anxiety reported by the respondents was related to the grade in previous math courses and was not related to the respondent's grade point average. (Author)

ED 438 164 SE 063 163

Grim, Nancy C.
A Force Concept Correlation Study with Instructional Methods, Anxiety, Perceptions of Difficulty and Student Background Variables.
PUB DATE- 99
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Anxiety; Constructivism (Learning); *Educational Background; *Force; Higher Education; Knowledge Level;

1997 survey included persons under the age of 76 who hold doctorates in science or engineering from U.S. institutions. This report provides information on the number of scientists and engineers by demographic characteristics such as citizenship, place of birth, field of degree; and employment-related characteristics such as occupation, sector of employment, median salary, and various labor force rates. Some tables in this report include estimates for doctoral scientists and engineers employed in four-year colleges and universities. Detailed statistical tables, technical notes, and the survey instrument are also included. The Technical Notes section contains information on survey methodology, coverage, concepts, definitions, and sampling errors. (WRM)

ED 438 188 SE 063 218

Larson, Sandra, Ed.
Beyond Dissection: Innovative Tools for Biology Education.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Anatomy; Audiovisual Aids; *Biology; Charts; Computer Software; Diagrams; *Dissection; Elementary Secondary Education; Higher Education; *Instructional Materials; Manipulative Materials; Multimedia Materials; Physiology; Science Education; Zoology

This catalog lists resources available for classroom use in teaching about anatomy and physiology which are alternatives to dissection. The entries are provided under three main categories: (1) Whole Animal Dissection/Vivisection; (2) Animal Organ or System Anatomy and Physiology; and (3) Other, including animal behavior, biotechnology, embryology, innovative teaching tools, school hatching projects, and wonder and respect. Each resource listing contains the product title, supplier/publisher contact information, description, price, and age range. Listings include models, slides, videos, computer programs, cards, charts, and other materials. (WRM)

ED 438 189 SE 063 222

Crocodile Chemistry. CD-ROM .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Chemical Bonding; *Chemical Reactions; Chemistry; Computer Assisted Instruction; *Computer Simulation; Demonstrations (Science); Foreign Countries; High Schools; Instructional Materials; Laboratory Experiments; Optical Data Disks; Oxidation; *Science Activities; Science Education

This high school chemistry resource is an on-screen chemistry lab. In the program, students can experiment with a huge range of chemicals, choosing the form, quantity and concentrations. Dangerous or difficult experiments can be investigated safely and easily. A vast range of equipment can be set up, and complex simulations can be put together and run easily. Students can watch reactions occur, and use probes to measure and graph a wide range of quantities. Over 100 activities are

IDENTIFIERS- *National History Day

The materials in this curriculum book provide examples of strategies and resources that can be used to initiate or enhance existing lessons and units in history and social studies. All the material can be adapted or modified by the teacher. The lessons are designed to encourage students to think critically about turning points in history, conduct research, interpret primary sources, and explore the larger historical significance of topics that interest them. Unit titles include: (1) "Theme, Resources, and Skills"; (2) "The Civil War"; (3) "World War II"; (4) "Korean War"; and (5) "Teaching about Other Turning Points." The lessons in the unit are based on primary sources taken from documents, artifacts, journals, diaries, newspapers, and literature of the period under study. Throughout the book are lessons and articles that promote local and family history. (BT)

ED 438 209 SO 031 272

Alabama Moments in American History: Supplemental Materials for High School Teachers.

SPONS. AGENCY- Alabama Dept. of Archives and History, Montgomery.; Alabama State Dept. of Education, Montgomery.

PUB DATE- 99

NOTE- 266p.; Maps and audiotape not available from ERIC. "A project sponsored by the Friends of the Archives, The Alabama Humanities Foundation (a state program of the National Endowment for the Humanities), and the Caroline Ivey Memorial Foundation."

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Heritage Education; High Schools; *Local History; Social Studies; State History; Thematic Approach; *United States History

IDENTIFIERS- *Alabama; Confederate States of America; *State Issues

The broad themes of U.S. history usually have specific expressions in Alabama. Specific examples of history close by can enrich the teaching of U.S. history. This packet of materials was prepared to assist teachers in establishing the link between national issues and the local examples. The packet contains supplemental information about each of the Alabama concepts identified in the "Alabama Course of Study: Social Studies" by an Alabama map icon as a required content standard or example. For convenience, the packet refers to each of these as an "Alabama Moment." The components of each "Moment" may vary, but generally each contains the following elements: Quick Summary (one page summary of the essential points for quick reference); Details (a longer, more detailed explanation of the topic written by a scholar); Selected Annotated Bibliography; Primary Sources (documents such as letters, diary excerpts, maps, graphs, and illustrations) which can be used in the classroom to enrich the study of this topic; and Suggestions/Activities (other suggested activities to enrich the teaching of this topic, including class projects, research topics, field trips, videos, or web sites). The packet also includes basic Alabama maps and a cassette tape of historical Alabama music to enrich the classroom experience. (BT)

ED 438 210 SO 031 274

Hall, John

consisted of fourth-grade students in a Midwestern suburban community. The problem of limited engagement was documented by interviews with third and fourth grade teachers, entries in the teacher's journal, and a series of student surveys. Analysis of probable cause data revealed that students reported a dislike of social studies, saying that it was somewhat useful but boring. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of strategies from constructivist, engaged learning, authentic learning, cooperative grouping, project-based, and problem-based models. Post-intervention data indicated that the students' engagement in social studies class improved. Social studies was enjoyed more by students and they perceived it as more useful. In addition, cooperative skills and thinking skills improved. Contains 19 tables of data and 27 references. Appendixes contain teacher interviews, excerpt from teacher journal, student surveys, and a group assignment. (Contains 26 references and 19 tables.) (Author/BT)

ED 438 229   SO 031 402

Tranquilli, Paulette
Improving Student Attitudes through Increased Confidence and Accountability in Art.
PUB DATE- 99
NOTE- 73p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Art Activities; *Art Products; *Attitude Change; Classroom Research; *Creative Expression; Grade 5; Instructional Effectiveness; Intermediate Grades; *Student Attitudes; Student Improvement
IDENTIFIERS- *Artistic Evaluation; Field Based Programs; Program Objectives

A program was developed to improve the attitudes of elementary students toward the artistic experience and the end products of artistic creativity. The targeted population consisted of fifth grade students at a Midwestern elementary school in an affluent suburb. A low level of interest was exhibited by students toward the artwork they produced. This problem manifested itself in the ease by which students were distracted and in a general lack of interest in the production and display of final art products. Analysis of the data collected for this research project revealed that students displayed a lack of confidence in their skills to create an art product. Students did not correlate the process of building artistic skills to skill building in other curriculum subjects, nor did they fully understand how to evaluate their own classroom art products. A review of solution strategies suggested by knowledgeable researchers resulted in the selection of four major categories of intervention: develop classroom procedures, improve drawing skills, increase student accountability, and encourage self-assessment. Post-intervention data indicated an increase in student ownership of final art products and improvement in work completion, critical thinking skills, self-assessment, artistic reflection, and time-on-task. Appendixes contain student pre- and post-questionnaires, a parent letter, teacher and parent questionnaires, tally forms for questionnaires, other tally forms, researcher's daily log, rubric for confidence-building lesson, painting worksheet, and student reflection form.

NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *College School Cooperation; Educational Change; Educational Improvement; Elementary Secondary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; Principals; *Professional Development Schools; Student Teacher Attitudes; Student Teachers; Teacher Attitudes; Teacher Educators
IDENTIFIERS- *Educational Renewal; Wright State University OH

This paper documents renewal efforts between one university's College of Education and Human Services and K-12 partner schools, noting effective collaboration practices. This initiative was evaluated to determine major outcomes. Evaluation procedures were formatted to secure information from archival materials, focus group sessions, and a questionnaire administered to renewal participants. Significant conclusions included: there were consistent conversations regarding the project's 19 postulates; discussions of policy and/or procedural matters occurred; and there was consistent support from school administrators, clinical faculty, university faculty, and interns in the areas of inquiry-based knowledge, commitment to moral, ethical, and enculturating responsibilities of teaching, excellence in teaching, collegial relationships, and scholarly inquiry for better understanding of the aims of education. Several areas of concern focused on evaluating the partnership, the impact of renewal on the professional practice of school administrators, and sharing the change agenda with interns. The paper recommends that project investigators continue developing and identifying common concerns of participants, look for samples of best practice as related to simultaneous renewal, establish plans for short- and long-range renewal efforts, reduce "firefighting" agenda/discussions, and articulate a vision of the "new simultaneous renewal" for all partners. (SM)

ED 438 250 SP 038 992

Coco, Clare
Measurement and Influence of Preservice Teachers' Knowledge Structure in an Educational Psychology Course.
PUB DATE- 99
NOTE- 26p.; In collaboration with Loyola University, Chicago. Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Structures; College Students; *Concept Mapping; Educational Psychology; Elementary Secondary Education; *Essays; Higher Education; Preservice Teacher Education; Preservice Teachers
IDENTIFIERS- *Knowledge Development

Concept maps are visual representations of knowledge structure and thought. Not enough attention has been paid to the measurement and influence of preservice teachers' knowledge structure and its development over time. This study implemented instructional scaffolding interventions in order to determine the effect on preservice teachers' knowledge structure (i.e., teachers' perceptions on various issues related to block scheduling. All of the students were switching from a traditional seven-period format to a block schedule. The surveys consisted of 12 Likert-scaled questions focusing on attitudes and perceptions. Overall, students preferred block scheduling to the traditional seven-period day. Their perception when first introduced to block scheduling was low, but after 1 year of block scheduling, their interest increased. They believed it offered greater variety of teaching/learning methods, more meaningful use of class time, and adequate or more individual attention from teachers. Teachers also favored block scheduling overall, believing it was better for their students than the traditional seven-period day. Noted disadvantages included concern about learners' time between courses and less forgiveness of student absences. (SM)

ED 438 270 SP 039 019

Meehan, Merrill L.; Cowley, Kimberly S.
Comprehensive Evaluation of the 1996 Interdisciplinary Teamed Instruction Summer Institute.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Institutes (Training Programs); Integrated Curriculum; *Interdisciplinary Approach; Rural Schools; Secondary Education; Summer Programs; Teacher attitudes; *Teacher Collaboration; Team Teaching; *Teamwork

The Interdisciplinary Teamed Instruction (ITI) Project was a 2-year project aimed at determining the effects of ITI on teaching and learning and at validating the effectiveness of a professional development model to facilitate development, implementation, and evaluation of ITI. Through summer institutes and onsite workshops, project staff provided training, resources, and ongoing technical assistance to teacher/administrator teams from four rural Virginia secondary schools. Teams designed and tested integrated curricula that incorporated learning activities and alternative assessment forms; conducted collaborative action research to determine the effectiveness of units; and redesigned units using feedback from students, teachers, parents, and supervisors. Researchers evaluated the 1996 ITI Summer Institute. Evaluation included questionnaires on teacher empowerment, schools as learning communities, school effectiveness, and teachers' sense of control; observations; participant interviews, reflection, and feedback; oral evaluation feedback; and rating of participants' videotaped presentations. Results indicated that the Institute met its intended outcomes. The greatest impact on participants related to collaboration, cooperative learning, assessment rubrics, multiple intelligences, and team building. Participants were very positive in evaluating the Institute, which strengthened their belief in and commitment to ITI concepts and practices. The quantitative instrumentation utilized may not have fully captured and documented Institute effects. Appendices contain a meeting agenda; three questionnaires on teachers, school as community, school products and services; a control questionnaire; a feedback form; interview questions; a team reflection log; presentation scoring rubric; and an evaluation standards checklist.

What We Believe about Educating Kentucky's Children.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Educational Change; Educational Finance; Educational Policy; Elementary Secondary Education; Financial Support; Models; State Programs
IDENTIFIERS- Educational Indicators; *Kentucky Education Reform Act 1990

Before the educational reforms of the early 1990s, Kentucky was in the bottom 10% of the states on most indicators of educational quality. Educators and policymakers in Kentucky approached educational reform in a thoughtful and systematic way and developed a state law mandating an education system that now serves as a national model. The education system is based on five basic beliefs: (1) all children, given adequate opportunity and support, can learn, and nearly all can learn at high levels; (2) the school is the best place to make decisions about what happens in the school; (3) high standards produce high achievement; (4) results matter; and (5) financial support for schools must be equitable. These beliefs, and elements of education reform that support them, are examined along with the programs that provide the resources and strategies for Kentucky's success. Today, Kentucky's education system is recognized throughout the nation and the world as a pacesetting, model system. (SLD)

ED 438 292 TM 030 600

Health Education Performance Assessment: Rhode Island State Assessment Program. Guide to Interpretation and Interpretation Guide for Families, Grades 5 and 9.
PUB DATE- 99
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Students; Health; *Health Education; High School Students; High Schools; Intermediate Grades; Parents; *Performance Based Assessment; Scoring; Test Interpretation; Test Items; *Test Results
IDENTIFIERS- *Rhode Island

The purpose of the "Guide to Interpretation" is to assist Rhode Island educators in understanding the links between performance assessment and classroom instruction. This guide offers an overview of the Health Education Performance Assessment taken by all Rhode Island students in grades 5 and 9, an explanation of the scoring process, and a discussion of the implications of performance assessment for classroom instruction. Students receive scores on their answers to 8 open-ended and 24 multiple-choice items that reflect the state's health education standards as well as the 8 content areas. The results of the Health Education Performance Assessment are used to provide feedback to students and parents, inform and assist teachers in making instructional decisions, and demonstrate accountability to families, communities, and the state. Appendixes discuss student participation and assessment accommodations, present

DESCRIPTORS- *Scores; *Statistical Analysis
IDENTIFIERS- Mean (Statistics); *Trimmed Means

"Modern" statistics may generate more replicable characterizations of data because, at least in some respects the influence of more extreme and less representative scores are minimized. Explaining both trimmed and Winsorized (C. Winsor) statistics, this paper uses examples to show the effects concretely. Although the paper focuses on illustrations involving Winsorized or trimmed means, these "modern" procedures can also be used to yield improved estimates of other statistics, such as standard deviations or correlations. (Contains 1 table and 11 references.) (Author/SLD)

ED 438 316 TM 030 631

Weston, Susan Perkins
Each & Every Child: Your Guide to Testing and School Accountability in Kentucky.
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Accountability; Educational Assessment; Educational Change; Elementary Secondary Education; Parent Participation; *State Programs; *State Standards; Test Construction; *Test Use; *Testing Programs
IDENTIFIERS- *Kentucky

This book offers parents and community members a clear picture of the Kentucky school improvement design through a solid and user-friendly explanation of the basics of the plan. The chapters are: (1) "What Is This Book For?"; (2) "What Is Our School System Working To Achieve?"; (3) "What Do Our Students Need To Know and Be Able To Do?"; (4) "How Do We Test What Students Have Learned?"; (5) "How Do We Score Schools?"; (6) "How Do We Call on Schools To Improve These Scores?"; (7) "What Are Schools Doing To Meet Their Goals?"; and (8) "How Can Parents and Citizens Help Schools and Students Succeed?" Five appendixes contain supplemental information, a worksheet for calculating a school's accountability index, and a list of resources for getting involved. (SLD)

ED 438 317 TM 030 632

Johnson, Stephen
Intervention/Prevention Program Evaluation, 1998-99. Eye on Evaluation.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *High Risk Students; Integrated Activities; *Intervention; *Prevention; Program Effectiveness; Program Evaluation; *Social Services
IDENTIFIERS- *Student Support Teams; *Wake County Public School System NC

In 1994-95, the Wake County Public School System received a grant from the North Carolina Department of Public Instruction to implement the Intervention/Prevention Program to provide better learning programs through customized development of the three elements crucial to a successful distance education program: (1) sound instructional design; (2) appropriate technology applications; and (3) support for teachers, students, and collaborative partners. A distance learning program must meet the educational goals of the institution. Implementing such a program requires time, people, funding, and careful planning. Descriptions of two exemplary programs show the importance of planning. Connectivity standards are key to implementing a distance learning program. Connections must be widely and easily available, reliable, and predictable. Support must be provided by a distance learning facilitator who assists student learning and ensures technology maintenance. In urban settings, additional fiscal and individual support of the program can be secured from community distance learning events. (Contains 10 references.) (SLD)

ED 438 339   UD 033 288

Schwartz, Wendy
Supporting Students with Asthma. ERIC/CUE Digest, Number 151.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Asthma; Disadvantaged Youth; Elementary Secondary Education; Minority Groups; Physical Health; *School Health Services; Special Health Problems; *Urban Youth
IDENTIFIERS- ERIC Digests

This digest briefly describes the symptoms and "triggers" of asthma, which is an increasing problem among urban students. The digest also presents some suggestions for maintaining a school environment conducive to the attendance of children with asthma and for developing a curriculum that supports their academic achievement. Children in poor urban areas and children of color suffer disproportionately from asthma, in part because they live in pollution-laden environments, often experience stress, and may not receive adequate medical care. The most effective school asthma management program involves health providers, school staff, parents, and students. Schools with health clinics provide the best services for children with asthma. (Contains 14 references.) (SLD)

ED 438 340   UD 033 292

The Urban Teacher Challenge: Teacher Demand and Supply in the Great City Schools.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Minority Group Teachers; Teacher Education; Teacher Recruitment; *Teacher Supply and Demand; Urban Schools; *Urban Teaching
IDENTIFIERS- *Council of Great City Schools

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Administrator Role; Change Strategies; *Community Schools; *Decentralization; Educational Change; Elementary Secondary Education; Parent School Relationship; Parents; *Partnerships in Education; Principals; *School Community Relationship; Teacher Role; Teachers

This paper helps community partners envision a system of community schools and understand the changes needed to make it a reality. Information in the paper is adapted from a study by the Consortium on Chicago School Research at the University of Chicago and the Center for Reinventing Public Education at the University of Washington. The study examined efforts to decentralize school systems in six major cities nationwide. Part 1 of this paper describes the basis for recent education reforms aimed at decentralizing authority and strengthening school and community connections. It also explains the contexts that shape community-linked school systems. Part 2 presents important features shared by various models for increasing school-level autonomy and school-community linkages. It describes the early experiences of six cities that adopted decentralized school systems. Part 3 shares lessons learned about the scope, depth, and characteristics of school reforms that build school-level responsibility for education. It also presents strategies for connecting schools with parents and communities and describes conflicts that can surface during efforts to create community schools. Part 4 explores challenges and implications for moving from an understanding of community schools to action. Part 5 identifies sources of more information. Contains 11 references. (SM)

ED 438 360 UD 033 325

Sawyer, Dianne Carlson
The Effect of Curriculum Modifications for At-Risk Students Enrolled in English III.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Curriculum Development; Dropout Rate; *English Curriculum; English Instruction; Grade 11; Grades (Scholastic); *High Risk Students; High School Students; High Schools; Scores
IDENTIFIERS- Tennessee

This study investigated the effect of curriculum modifications in the English 3 (11th grade) program on at-risk students. A literature review revealed that programs including curriculum modifications have been implemented by various school systems to help reduce dropout problems and/or to assist students who are at risk of failing. This study used historical data. Non-random data were collected through high school transcripts of both the control group (an English 3 class receiving no curriculum modifications) and the experimental group (an English 3 class receiving modifications). Working from class rosters, researcher examined students' records and recorded data (all identifiers were removed from the researcher's copy of the records). Items recorded included gender, ethnicity, socioeconomic status, attendance, age, IQ, first semester grade, second semester grade, and group (experimental or control). A multiple regression analysis determined the correlation between second semester and first semester grades,

ED 438 378 UD 033 348

Green, Phil, Comp.
Raise the Standard: A Practical Handbook for Raising Ethnic Minority and Bilingual Pupils' Achievement Based on Successful Policy and Practice in Cities across the European Community.
PUB DATE- 99
NOTE- 226p.; A project of the Developing Intercultural Education through Cooperation between European Cities Network.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Bilingual Students; Educational Improvement; *Educational Practices; Elementary Secondary Education; Ethnic Groups; Foreign Countries; *Minority Groups; *Urban Youth
IDENTIFIERS- *European Community

This handbook has been produced by member cities of the Developing Intercultural Education through Cooperation between European Cities (DIECEC) Network as an overview and synthesis of actions that have been successful in raising the academic achievement of ethnic minority and bilingual students. This practical guide is a synthesis of proven realistic measures that have improved pupils' school performance. The four sections are: (1) "The Overall Picture"; (2) "Multi-Level Working in Cities and Whole Education Systems"; (3) "Multi-Level Working in Schools"; and (4) "Multi-Level Working in the Themes of Intercultural Education and Raising Achievement." In all, the handbook contains 36 case studies from across Europe of practical techniques for raising achievement. (SLD)

ED 438 379 UD 033 349

Males, Mike; Macallair, Dan
The Color of Justice: An Analysis of Juvenile Adult Court Transfers in California.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention. Office of Juvenile Justice and Delinquency Prevention; Ford Foundation, New York, NY.; Walter S. Johnson Foundation, Menlo Park, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; California Wellness Foundation.; Open Society Inst., New York, NY.
PUB DATE- 00
NOTE- 13p.; Published by Building Blocks for Youth, a multi-year initiative to protect minority youth in the justice system and promote rational and effective juvenile justice policies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Court Litigation; *Delinquency; Hispanic Americans; *Juvenile Courts; Juvenile Justice; *Minority Groups; *Sentencing; *Young Adults
IDENTIFIERS- California (Los Angeles County)

This study used data collected from Los Angeles County, California, authorities and the U.S. Census to test the hypothesis that minority youth are disproportionately transferred to adult court and sentenced to incarceration when compared to white youths in similar circumstances. The research examined arrests between 1996-98 and sentencings between 1997-99. In 1996, the Los Angeles area population was 25% White, 51%

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- College Role; *Community Colleges; Educational Change; *Educational Discrimination; *Homophobia; *Homosexuality; *Minority Groups; Sexual Identity; Student Characteristics; *Student College Relationship; Student Welfare; Two Year Colleges
IDENTIFIERS- American Association of Community Colleges; Homosexual Rights

Sexual minority students face issues similar to those of ethnic and racial minority students. This article provides a framework for assessing the community college's inclusion of sexual minority students: lesbians, gays, bisexual, and transgender (LGBT) individuals. The first section of the article assesses community colleges in terms of sexual minority issues. Colleges are generally assessed in three functional domains: education, services, and procedures and policies. Figure 1 provides an Institutional Assessment of Sexual Minority Status Checklist that contains several categories within each of the three functional domains. The second section of the article discusses three areas of critical understandings necessary for successful inclusion of sexual minority students: individual development, coming out, and prejudice and discrimination. Figure 3 provides an illustration of issues relevant to the three areas of critical understanding. The third section of the article offers suggestions of best practices for community college leaders. These include getting to know members of the LGBT community, examining the language and symbols used on campus, setting examples as inclusive leaders, and employing a cooperative working spirit. (Contains 29 references and 3 figures.) (RDG)

ED 438 014 PS 027 413

Havlinova, Miluse; Kopriva, Pavel
The Healthy Kindergarten: A Model Project of Health Promotion in the Kindergartens of the Czech Republic.
SPONS. AGENCY- Ministry of Health of the Czech Republic.
PUB DATE- 96
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Childhood Needs; Classroom Environment; Educational Environment; Experiential Learning; Family School Relationship; Foreign Countries; *Health Education; *Health Promotion; *Kindergarten; *Kindergarten Children; Nutrition; Parent Participation; Play; Preschool Curriculum; Preschool Education; Preschool Teachers; Program Descriptions; Program Evaluation; School Community Relationship; Self Esteem; Self Evaluation (Groups); Stress Management; Transitional Programs
IDENTIFIERS- Classroom Rules; Czech Republic

Noting that the preschool period is important for the formation of individual habits and modes of behavior related to health, the Czech Republic initiated the Healthy Kindergarten (HK) Project, thereby expanding the Healthy School Project for primary schools introduced into the country by the World Health Organization. This report describes the HK Project and details procedures for its development and implementation at individual schools. Part 1 explains the objectives of the HK Project and sets out the 16 underlying principles. The first nine principles concern creating conditions for children's well-being and health: (1) a holistic health concept; (2) meeting

that most of the teachers had students who had experienced a death in their family and that the teachers had discussed it privately with them. Most teachers had no training in dealing with death in the classroom, and half had not read adult or children's literature about death. Teachers suggested several ways to discuss death with children, including having children write or draw in a journal, asking school-based support teams for suggestions, telling children about personal experiences with death, and using children's literature to discuss the subject. The paper concludes with several suggestions for helping teachers discuss death with children, and lists pertinent books for teachers and for children. (Contains 17 references.) (EV)

ED 438 032 PS 028 216

Cauthen, Nancy K.; Knitzer, Jane
Beyond Work: Strategies To Promote the Well-Being of Young Children and Families in the Context of Welfare Reform. Children and Welfare Reform, Issue Brief 6.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Change Strategies; *Child Advocacy; *Child Welfare; Childhood Needs; Children; Early Childhood Education; *Family Problems; *Family (Sociological Unit); *Poverty Programs; Welfare Agencies; Welfare Recipients; *Welfare Services
IDENTIFIERS- National Center for Children in Poverty; Project Head Start; *Welfare Reform

This brief is one in a series on children and welfare reform that explores how states and communities can achieve the adult-focused goals of welfare reform and enhance the well-being of young children. Arguing that deliberate policy, program, fiscal, and collaborative strategies are needed to strengthen basic supports, promote young children's health and development, and address specialized child and family needs, the brief focuses on non-economic strategies to promote child and family development in the context of welfare reform. The brief is based on interviews with directors of child development and family support programs, statewide early childhood initiatives, state and local partnerships between early childhood and welfare programs, and Starting Points initiatives. The first section of the brief discusses why it is important to integrate child and family development perspectives with welfare reform implementation. The second section describes specific strategies and provides examples from initiatives and programs across the country. The brief concludes with a listing of four principles for promoting the well-being of young children: (1) enhance basic supports for all low-income children; (2) build on and adapt existing programs and policies; (3) recognize and address those families in need of intensive support; and (4) take a family perspective. (Contains 41 endnotes and organizational contact information.) (SD)

ED 438 033 PS 028 217

Hand, Ada J.; Nourot, Patricia Monighan

All?" (Jennifer V. Rotigel); and (11) "Program Evaluation--Monitoring Quality without Sacrificing Substance" (Mary Renck Jalongo and Moses M. Mutuku). Each chapter contains references. (EV)

ED 438 051 PS 028 250

Levitt, Mary J.; Levitt, Jerome L.; Bustos, Gaston L.; Crooks, Noel A.; Santos, Jennifer D.; Telan, Paige; Silver, Marcia E.
The Social Ecology of Achievement in Pre-Adolescents: Social Support and School Attitudes.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Individual Differences; Intermediate Grades; Low Income Groups; Minority Group Children; Parent Attitudes; *Parent Influence; Peer Groups; *Peer Influence; *Preadolescents; Predictor Variables; *School Attitudes; Social Support Groups; Student Adjustment

The aim of this study was to assess the interrelations of social support and school attitudes as predictors of achievement across a culturally and economically diverse sample of preadolescent children. Parent and peer support were assessed along with parent and peer attitudes toward school. Achievement indices were the child's own attitudes, grades, Stanford Achievement scores, and teacher ratings of school adaptation and competence. Of particular interest was the extent to which support and attitudes interact with a number of potentially significant demographic factors, including grade level, gender, ethnicity, and school economic level. Findings indicated that parent support and school attitudes were associated with most achievement indices. Friends' attitudes were predictive of children's attitudes, school adaptation, and academic competence. Support from friends was related to higher achievement for low-income and minority children. The findings affirm the importance of the child's social ecology to school performance and suggest that intervention strategies be targeted in this direction. (Contains 14 references.) (EV)

ED 438 052 PS 028 251

Kipke, Michele D., Ed.
Risks and Opportunities: Synthesis of Studies on Adolescence. Forum on Adolescence.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 99
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Behavior; *Adolescent Development; *Adolescents; Developmental Tasks; *Research; Research Needs; Secondary Education; Well Being; Youth Problems
IDENTIFIERS- National Academy of Sciences

This report constitutes one of the first activities of the Forum on Adolescence, a cross-cutting activity of the Institute of Medicine and the National Research Council of the National

Butler, Dorothy
Babies Need Books: Sharing the Joy of Books with Children from Birth to Six. Revised Edition.
PUB DATE- 98
NOTE- 278p.; Drawings by Shirley Hughes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Annotated Bibliographies; *Books; Child Development; Childhood Needs; *Childrens Literature; Evaluation Criteria; Foreign Countries; *Infants; Parent Child Relationship; Parents as Teachers; Selection Tools; *Young Children

Asserting that books should be a vital part of children's lives from the earliest months, this publication provides guidelines to help parents, teachers, librarians, and others to select appropriate books for young children. Chapter 1 argues that using books will help to establish positive parent-child relationships and to ensure adequate language development and later reading skills. Chapter 2 focuses on reading with infants less than one year old, discussing board book selection, read-aloud sessions, alphabet and number books, and nursery rhymes. Chapter 3 concerns reading with one-year-olds, including access to books; distinguishing "naming," "theme," and "story" books; books describing everyday life; flap books; and rhythm and rhyme books. Chapter 4 describes typical 2-year-olds, discussing the role of books in providing experiences, bedtime stories, characteristics of appropriate stories, and illustrations. Chapter 5 focuses on 3-year-olds, and includes discussion of children's temperament, fairy stories, story collections, "Beginner Books," poetry, and repeated book reading. Chapter 6 pertains to 4-year-olds, including teaching children to select books and the growing interest in realism. Chapter 7, on 5-year-olds, discusses after-school story sessions to ease school entry, listening to stories without pictures, folk and fairy tales, books about other countries or religions, books picturing children from a variety of ethnic/racial groups, and reading skills. The book concludes by noting that children's books can be bridges between children and parents and between children and the world. Chapters 2, 3, 4, 5, and 7 are followed by book lists with reviews of additional recommended books. (KB)

ED 438 070 PS 028 270

Jablon, Judy R.; Dombro, Amy Laura; Dichtelmiller, Margo L.
The Power of Observation.
PUB DATE- 99
NOTE- 145p.; Foreword by Diane Trister Dodge.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; *Classroom Observation Techniques; Data Collection; Early Childhood Education; Evaluation; *Observation; *Preschool Teachers; Student Behavior; Teacher Improvement; Teacher Student Relationship; Young Children

Noting the connection between the systematic observation of information, songs and poems, counting, and teaching styles; and (4) behavior toward adults, including obedience, addressing adults, and hosting adult guests. (KB)

ED 438 088 PS 028 293

Meade, Anne; Hendricks, Anne Kerslake
The Quality Journey/He Haerenga Whai Hua: Improving Quality in Early Childhood Services.
PUB DATE- 99
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Day Care; *Early Childhood Education; Educational Objectives; *Educational Quality; Foreign Countries; National Curriculum; Preschool Curriculum; Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- Indicators; New Zealand; Quality Indicators

This guide is designed to assist early childhood services in New Zealand to develop quality improvement systems and undertake quality reviews. The guide extends concepts and ideas from the government's Revised Statement of Desirable Objectives and Practices (DOPs), Quality in Action, and Te Whariki. Section 1 of the guide explains what a quality improvement system involves and how to start development of such a system. This section details each step that an early childhood service needs to complete before carrying out quality reviews. Section 2 focuses on the quality review itself, describing a cycle that services can follow to undertake such a review. Section 3 introduces and describes an approach using quality indicators as a measurement tool to evaluate practice in a review. Section 4 presents examples of quality reviews, each representing a different approach and illustrating many of the concepts. Section 5 presents an extensive case study, showing how one early childhood service undertook its first quality review. A glossary and recommended reading list follow. The Revised Statement of Desirable Objectives and Practices and a measuring tool that services can use in their reviews completes the report. (Contains 86 references.) (KB)

ED 438 089 PS 028 294

West, Jerry; Denton, Kristin; Germino-Hausken, Elvie
America's Kindergartners: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Fall 1998.
PUB DATE- 00
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; *Cognitive Development; Cognitive Style; Family Environment; Kindergarten; *Kindergarten Children; Longitudinal Studies; Parent Attitudes; Primary Education; *Social Development; Teacher Attitudes; Well Being

The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, began following a nationally representative sample of approximately 22,000 kindergartners in the fall of 1998. Baseline data about these children, their families, and the kindergarten programs were collected from telephone interviews educator and community leader from Tatamagouche, Nova Scotia (Canada). Chapter 1 looks at Murray's leadership skills as, at age 77, she prepared and directed her annual musical in which the people of Tatamagouche recreate a significant moment in their village history. Chapter 2 moves back to the early 1940s, when Murray prepared for and embarked upon her teaching career at Tarbet, a one-room rural school. Chapter 3 describes Murray's work in organizing community projects for education students at Acadia University. While at Acadia, Murray took advantage of an opportunity to study music, which led her to direct a children's community choir. This chapter also traces the development of adult education in Nova Scotia and Murray's role as the first regional representative of adult education. Chapter 4 describes Murray's positive influence on the children who participated in her choirs. Chapter 5 describes Murray's role in the growth of community schools for the arts, the development of the provincial Festival of the Arts, and the development of the education division's music services. Chapter 6 overviews Murray's experience as an inner-city school teacher, her decision to provide a home for a young student, and community projects that emanated from her New Annan farmhouse. Chapter 7 examines the leadership of Betty Murray and points to an expanded definition of community, teaching, and the arts. It supports the study of philosophy, as well as technique, for potential teachers and urges those who appoint teachers to positions of leadership to consider character as well as capability. (Includes photographs, an index, and chapter notes.) (LP)

ED 438 107 RC 022 192

A Report on Career Development Approaches and Best Practices in Six West Virginia School-to-Work Sites.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 58p.; Prepared with assistance from Staats and Associates, Inc., for the West Virginia School-to-Work Steering Committee and the Executive Director of the Office of School-to-Work.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; *Career Education; *Education Work Relationship; *Educational Practices; Elementary Secondary Education; *Program Implementation; Rural Education; State School District Relationship
IDENTIFIERS- *West Virginia

This report examines career development approaches and practices implemented at six West Virginia school-to-work (STW) sites. The sites were the original local partnerships funded by the state's federal STW implementation grant in 1996. Site visits gathered information needed for development of a comprehensive career development self-assessment instrument and for implementing the career development component of the state STW initiative. All study sites were predominately rural and predominately white, and had a per capita income below the national average. It appears that the West Virginia STW Office has communicated the basic requirements and operating procedures of the integrated approach to the study sites. STW coordinators were successfully integrating the STW model into the total curriculum. Job shadowing was the most used and most successful career development practice at the sites, followed by two career development classes on career clusters and career majors. The sites delivered career development experiences from training and improved communication between businesses and students will help facilitate the transition from school to work. The needs of older workers are also important, as the relative size of the workforce aged 45-64 will grow. Finally, small and rural firms may need some special assistance in modernizing because the difficulty of finding highly trained workers may preclude investment in advanced technology. (Contains 6 tables and 65 footnotes.) (Author/TD)

ED 438 125 RC 022 253

Schirmer, Peter; Goetz, Stephan J.
Occupational Trends: Education, Technology, Trade, and Corporate Restructuring.
PUB DATE- 96
NOTE- 15p.; In: Exploring the Frontier of the Future: How Kentucky Will Live, Learn and Work; see RC 022 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Career Change; Corporations; Dislocated Workers; *Education Work Relationship; *Educational Needs; *Employment Patterns; Internet; Job Layoff; Job Skills; Labor Force; Labor Force Development; Labor Turnover; Outplacement Services (Employment); Postsecondary Education; *Retraining; Rural Areas; Rural Urban Differences; Service Occupations; Technical Occupations; *Vocational Education
IDENTIFIERS- *Global Economy; Kentucky

New corporate practices and strategies, technological advances and rising job skill requirements are making postsecondary training a virtual necessity for a high-paying job. This is driving a wedge between the earnings of education "haves" and "have nots." Corporate restructuring is eliminating hundreds of thousands of jobs, many of which belong to professionals and managers, but at the same time it is creating many different kinds of jobs. Kentucky may have a more serious problem with worker layoffs than other states because a larger share of its workforce is employed in occupations that are not growing quickly and because these workers do not have as much success finding new employment after a layoff. New employment might be found in technical jobs, particularly in health care, which will be among the fastest growing occupations in the coming years. Rural areas in Kentucky are already seeing rapid growth in these occupations. Four positive qualities of the digital age--decentralization, globalization, harmonization, and empowerment--have the potential to bring untapped opportunities to rural areas, such as Kentucky, because they enable professionals to live in rural areas and do their work at home. To ensure that Kentucky will thrive in the new economy, it is essential that workers and businesses have modern hardware and software which allow them to work and learn and conduct business over the Internet. College and other postsecondary education is also essential. (Contains 4 tables, 3 figures, and 48 footnotes.) (TD)

ED 438 126 RC 022 254

Robinson, Doug
Information Technology: Perspectives and Trends.
PUB DATE- 96
NOTE- 8p.; In: Exploring the Frontier of the Future: How Kentucky Will Live, Learn and Work; see RC 022 247.
LANGUAGE- English

physical education, writing in English as a second language classes, reading comprehension, art education, preservice teacher education, social studies, music education, counseling, action research by teacher-researchers, and teacher anger. The papers are: "Sensory Experience: A Means of Enhancing Playfulness and Creativity for Preschool Children" (Wanda A. R. Boyer); "Reading Your Readers: The Observation of Ability and Control through Students' Nonverbal Communication" (Mary Dayton-Sakari); "Mathematics Teaching and Learning: Striving To Accommodate Changes in Emphasis-Spatial Sense" (Werner W. Liedtke); "Using Theatre To Explore Social Issues" (Carole Miller); "Attention Deficit Hyperactivity Disorder: A Brief Review of Issues" (Jim Ward); "Past Achievements, Present Objectives, and Future Directions of Electronic Home Learning Programmes in British Columbia" (Kathie M. Black); "Precontemplating P.E.?" (Joan Wharf Higgins, Pattie-Jean Naylor, Tara Ney); "A Comparison of Cross-Linguistic Genre Preferences" (Robert J. Anthony, Hitomi Harama); "A Study on Reading Comprehension Processes in Chinese and English: Interdependent or Universal" (Hua Tang); "Visual Persuasion: The Power of Advertising Art" (Bill Zuk, Bob Dalton); "Constructing Continuity, Exploring Possibility, Celebrating Ambiguity: The Evolution of Our Collaborative Practice with Pre-service Teachers in Social Studies and Language Arts" (Vicki A. Green, Nancy L. Evans); "Sight-Singing Revisited: An Ethnographic Account of a Musicianship Methods Class" (Moira Szabo); "Memories of Music in Elementary School: A Study in Sonata Form" (Inez St. Dennis); "A Study of the Cohort Group Model of Delivering Pre-service Teacher Education: The First Year Results" (Lily Dyson, Betty Hanley, Carole Miller); "The Collaborative Process of Reflection on Counsellor Development: A Case Study for Research and Practice" (Anne Marshall, Trace Andersen); "Gender Equity in Physical Education Workshop for Teachers: The Process of Change" (Sandra Gibbons, Geraldine Van Gyn); "Educators as Action Researchers: Discourse and Reflections" (Lily Dyson, Leola Gibson, Colin Roberts); "Reflexivity and the Researcher's Role" (Elizabeth M. Banister); and "'The Anger in Our Miss Maple': Narrative Exploration of Difficulty in Teaching" (Leah C. Fowler). (Contains references in most papers.) (SV)

ED 438 144 RC 022 275

Liedtke, Werner, Ed.
Connections '97. Proceedings of a Faculty Conference (3rd, Victoria, British Columbia, Canada, May 1997).
SPONS. AGENCY- British Columbia Dept. of Education, Victoria.
PUB DATE- 97
NOTE- 152p.; For selected individual papers, see RC 022 277 and RC 022 280.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Practices; *Educational Research; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Higher Education; Teacher Education
IDENTIFIERS- British Columbia

This proceedings contains 17 papers presented at the third annual faculty conference at the University of Victoria (British Columbia, Canada). Papers cover a wide variety of disciplines and topics, including student teaching, athletics, researcher-teacher collaboration, hands-on science instruction, violence prevention, youth violence, counseling, physical education, career development, Native American art and culture, culturally

Mechanics (Physics); *Misconceptions; Parent Education; *Physics; Science Teachers; Scientific Concepts; Sex Differences; Teacher Education; Teaching Methods

This paper reports on a study that used Hestenes' Force Concept Inventory (FCI) to describe Newtonian force concepts and misconception belief systems held by preservice teachers in physical science and physics students attending an urban university in Chicago, Illinois. Results indicate that constructivist instruction in force concepts was of higher quality than traditional instruction. Several significant correlations are also reported between FCI scores and parental education level, the number of science and math courses taken in high school or college, gender, science/math anxiety, and perception of difficulty scores in science and math. An annotated bibliography and copies of questionnaires used in the study are included in the appendices. (Contains 35 references.) (WRM)

ED 438 165 SE 063 164

Speiser, Robert; Walter, Chuck
Five Women Build a Number System. Mathematics, Learning, and Cognition.
PUB DATE- 00
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Constructivism (Learning); Elementary Education; *Elementary School Teachers; *Females; Higher Education; *Mathematics Education; *Number Concepts; Preservice Teacher Education; Preservice Teachers

This book is about children's needs for intellectual rigor, as seen through the work and discourse of five undergraduate elementary education students who constructed a number system in base five and then reflected on their experience in the light of what they know about young children's mathematics. The deeper purpose of developing a number system is to explore precisely what it means to perform an act of learning. It is concluded that people reconstruct their culture's mathematics as they learn it. (Contains 49 references.) (ASK)

ED 438 166 SE 063 165

Costner, Kelly M., Ed.; Reed, Michelle K., Ed.
MSaTERs: Mathematics, Science, and Technology Educators & Researchers of The Ohio State University. Proceedings of the Annual Spring Conference (3rd, Columbus, OH, May 15, 1999).
PUB DATE- 99
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Evaluation; Foreign Countries; Higher Education; *Mathematics Education; *Science Education; *Technology Education
IDENTIFIERS- Representations (Mathematics); South Korea

The Mathematics, Science, and Technology Educators and Researchers of The Ohio State University (MSaTERs-OSU) is a student organization that grew out of the former OSU Council of Teachers of Mathematics (OSU-CTM). Papers from the third annual conference include: (1) "Gender, Ethnicity, and Science" (Terry Arambula-Greenfield); (2) "Assessment: The Link between Curriculum and Instruction" (Daniel J. Brahier); (3) "Who's in pre-written, and students can easily create their own activities using the multimedia editor (WRM).

ED 438 190 SE 063 223

Crocodile Physics. CD-ROM .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acoustics; Computer Assisted Instruction; *Computer Simulation; Demonstrations (Science); Electricity; *Electronics; *Force; Foreign Countries; High Schools; Instructional Materials; *Motion; Optical Data Disks; *Optics; Physics; Science Activities; Science Education

This high school physics resource is a simulator for optics, electronics, force, motion, and sound. Students can study oscillations, look at sound waves, and use probes to graph a wide variety of quantities. Over 100 activities are pre-written, and students can easily create their own additional activities using the multimedia editor. (WRM)

ED 438 191 SE 063 805

Rubba, Peter A., Ed.; Rye, James A., Ed.; Keig, Patricia F., Ed.; Di Biase, Warren J., Ed.
Proceedings of the Annual Meeting of the Association for the Education of Teachers in Science (Akron, OH, January 6-9, 2000).
PUB DATE- 00
NOTE- 753p.
LANGUAGE- English
EDRS Price- MF04/PC31 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Preservice Teacher Education; Science Curriculum; *Science Education; *Science Teachers

Papers from the proceedings of the 2000 Annual Meeting of the Association for the Education of Teachers in Science (AETS) include: (1) "A Quantitative Examination of Teacher Self Efficacy and Knowledge of the Anture of Science" (Chun, Sajin and Oliver, J. Steve); (2) "Investigating Preservice Elementary Teachers' Self-Efficacy Relative to Self Image as a Science Teacher" (Finson, Kevin D.); (3) "Development of a Self-Efficacy Beliefs about Equitable Science Teaching and Learning Instrument for Prospective Elementary Teachers" (Ritter, Jennifer M. and Rubba, Peter A.); (4) "Math Connections: Science and Engineering Applications in an Elementary Classroom" (Kelso, Robyn and Akerson, Valarie L.); (5) "Service Learning at Inventure Place: A Creative Model" (Broadway, Francis, S. and Clark-Thomas, Beth A.); (6) "Preparing Teachers as Reformers" (Trumbull, Deborah J.); (7) "A Theoretical Framework for Examining Peer Collaboration in Preservice Teacher Education" (Anderson, Christopher); (8) "Professional Development: What is Working in the State of Nevada" (Crowther, David T. and Cannon, John R.); (9) "Young Children's Interpretations of Aerial Views as it Relates to Their Ability to Understand the Earth as Spherical" (Hawkins, Barbara); (10) "Gleanings from Identical Twins Studying Science" (Mascazine, John R.); (11) "A Collaborative Effort between Education and Science Faculty to Improve the Education of Prospective Public

A Review of Musical Instrument Instruction in Scotland. Research Report Series.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Applied Music; Educational Research; Elementary Secondary Education; Foreign Countries; Literature Reviews; *Music Activities; *Music Education; *Music Techniques; *Musical Instruments; National Surveys; Questionnaires
IDENTIFIERS- Instrumental Music; *Scotland

Changes in the provision of musical instrument instruction provided by local authorities in Scotland since local government reorganization are charted in this research report. The report outlines some of the more important messages from recent research about the value of musical instruction, reviews the findings of some recent surveys of the provision of musical instrument instruction, and presents the findings of a survey of all Scottish education authorities on their provision of musical instrument instruction. The survey covered a number of major areas, including: the extent of provision; numbers of pupils involved; range of musical activities provided and instruments taught; numbers of instructors; budgetary provision; and policy on the charging of fees. The report's research showed that the numbers of pupils receiving musical instrument instruction seem to be holding steady but that there are signs of pressure on instrumental service; the number of instructors employed declined slightly over the period covered by the survey, and there was a rise in the number of authorities charging fees and a general rise in the level of fees. Contains 36 references, 11 tables of data, and a sample survey questionnaire. (BT)

ED 438 211 SO 031 277

Ankeney, Kirk S.; Miller, Mary Winslow; Symcox, Linda; Vigilante, David
The Great Experiment: George Washington and the American Republic. A Unit of Study for Grades 8-12.
PUB DATE- 99
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Presidents of the United States; Primary Sources; Revolutionary War (United States); Secondary Education; Social Studies; *United States History; Units of Study
IDENTIFIERS- *Founding Fathers of the United States; National History Standards; United States Constitution; *Washington (George)

Separating George Washington the man from Washington the legend is difficult for historians and students alike because his fame complicates historical scrutiny. Washington owned slaves and ambitiously sought power, yet he freed his slaves upon his death and he used his power to forge a democratic nation. Throughout this unit students examine Washington's letters, public papers, and speeches which reveal the personal traits and leadership qualities that characterized the man rather than the legend. The unit contains objectives, correlations to the National History Standards, teacher background materials, (Contains 28 references and 12 figures.) (Author/BT)

ED 438 230 SO 031 429

Conn, Marsha
Clay Shrines by 75 Fifth Graders. Fulbright-Hays Summer Seminars Abroad, 1999 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 16p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Area Studies; *Art Activities; Art Products; *Ceramics; *Childrens Art; *Clay; Design Crafts; Foreign Countries; Grade 5; *Handicrafts; Intermediate Grades; Latin American Culture; Social Studies; State Standards
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; Mexico; Washington

This curriculum unit, incorporating an art specialist's experience and knowledge gained in Mexico as a participant in the Fulbright-Hays Summer Seminars Abroad Program, focuses on the creation of a ceramic shrine by 75 fifth graders. The ceramic shrine described in the unit uses clay, paint, varnish, collage materials, and tin for "milagros" (representing the students' hopes, wishes, and dreams). The unit outlines the key concepts and the arts essential learning focus; provides teaching strategies; describes the project; and explains procedures and teaching techniques for building a slab container, creating the clay figure, and creating clay decorations. It lists resources and materials needed for the project and provides assessment criteria, as well as extensions to Washington State learning goals. The unit also describes "What the Instructor Does," "What the Student Does," and it provides a "key vocabulary", It also contains photographs of the class projects. (Contains 12 references.) (BT)

ED 438 231 SO 031 430

Mitchell, Susan
The Indigenous Cultures and the Influences of Spain and Mexico. Fulbright-Hays Summer Seminars Abroad, 1999 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; American Indian Studies; Area Studies; Comparative Analysis; *Cross Cultural Studies; Cultural Context; *Cultural Influences; Ethnic Groups; Foreign Countries; *Indigenous Populations; Middle Schools; Social Studies; *United States History
IDENTIFIERS- Cultural Integration; Fulbright Hays Seminars Abroad Program; Luiseno (People); *Mexico; *Spain; Tarahumara (Tribe)

Studies of U.S. history in middle school usually focus on the British point of view of the growth and development of the United States. This curriculum project aims to foster a bi-national perspective to compare and contrast issues reflecting the influences of Spain and Mexico on the indigenous cultures concept maps) and short essay responses. The study was also designed to develop a reliable method of measuring knowledge structure and to describe the characteristics of knowledge structure over time and between groups. Twenty preservice teachers enrolled at a state-supported university in the Midwest participated in the study. Participants were enrolled in one of two "Introduction to Educational Psychology" courses during the spring of 1998. A two-group, multi-variate repeated measures design was employed. Concept maps and short essay responses were compared over time. The findings suggest that instructional scaffolding interventions have, over time, a positive effect on students' ability to: create broad categories with subsuming structures; apply key terminology; construe interpretable patterns; decipher the demands of the task; reference the content discussed; and ultimately, produce superior essays. (Contains 9 figures, 5 tables, and 3 appendices.) (SM)

ED 438 251 SP 038 993

Romain, Trevor; Verdick, Elizabeth
True or False? Tests Stink!
PUB DATE- 99
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Stress Management; Student Behavior; *Student Evaluation; Students; *Test Anxiety; *Test Wiseness; *Testing; Tests

This book is designed to help students become better test takers. It helps them feel more confident and less stressed before, during, and after the test. Section 1, "Tests? Blech!" discusses why it is necessary to test students. Section 2, "Test SOS," presents test-taking hints; top secret information about tests and student behavior during tests; a pop quiz on the most appropriate behavior the night before a test; a bonus question on the best food to eat the morning of the test; test tips about arriving early, reading or listening to directions, asking questions, and checking answers; a pop quiz about what to do if other students finish the test first; and test-taking do's and don'ts. Section 3, "Test Stress," focuses on five signs of test stress, who gets it, and how to handle it. Section 4, "Test Your 'Study Smarts,'" focuses on improving study habits; finding a study buddy; checking over tests to understand why an answer was wrong; making sure the teacher marked the correct grade; celebrating good test scores; and coping with bad test scores. (SM)

ED 438 252 SP 038 996

Henke, Robin R.; Chen, Xianglei; Geis, Sonya
Progress through the Teacher Pipeline: 1992-93 College Graduates and Elementary/Secondary School Teaching as of 1997. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 00
NOTE- 209p.; NCES Project Officer was Paula Knepper.
LANGUAGE- English

(Contains 20 references.) (SM)

ED 438 271 SP 039 020

Liemohn, Wendell; Haydu, Traci; Phillips, Dawn
Questionable Exercises.
PUB DATE- 99
NOTE- 9p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials
(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Exercise Physiology; *Human Body; Injuries; Motor Reactions; Muscular System; *Sports Medicine
IDENTIFIERS- Flexibility (Psychomotor); Muscle Soreness

This publication presents general guidelines for exercise prescription that have an anatomical basis but also consider the exerciser's ability to do the exercise correctly. It reviews various common questionable exercises, explaining how some exercises, especially those designed for flexibility and muscle fitness, can cause harm. Safer alternatives are provided. Section 1 discusses parameters of evaluation. Section 2 describes the spine. Section 3 explains spinal movements, focusing on the neck (cervical) area, the trunk area, and the pelvic area. It examines exercise concerns related to cervical spine range of motion; hip-joint flexion range of motion; hip-joint/trunk (extension strength); trunk/hip-joint (flexion strength); and other nuances of abdominal strength. Section 4 discusses the knee, noting exercise concerns and describing the standing quadricep/hip-flexor stretch, the hurdler stretch, knee hyperflexion, and high impact exercises. Section 5 summarizes the issue, re-emphasizing the fact that certain exercises that are appropriate for some people may be totally inappropriate for others. The quality of the exerciser's movements is a critical variable when evaluating exercises for inclusion in a conditioning program. Criteria to consider when judging an exercise or an exerciser are included. Several important definitions are also provided. (Contains 41 references.) (SM)

ED 438 272 SP 039 021

Veenman, Simon; Gerrits, Jacqueline; Kenter, Jacqueline
Coaching Teachers-in-Training.
SPONS. AGENCY- College of Higher Professional Education North Netherlands, Leeuwarden.; Christian Educational Advisory Centre, Amersfoort (Netherlands).
PUB DATE- 99
NOTE- 22p.; Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction (8th, Goteborg, Sweden, August 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperating Teachers; Elementary Education; Elementary School Teachers; Feedback; Foreign Countries; Higher Education; Preservice Teacher Education; Professional Autonomy; Program Evaluation; Reflective Teaching; *Student Teachers; *Teacher Effectiveness
IDENTIFIERS- *Coaching; Netherlands

the Rhode Island Health Education Standards, and contain a sample grade-9 student report. The "Interpretation Guide for Families, Grades 5 and 9" explains the tests and the scoring process to parents. This guide contains examples of the multiple-choice and performance assessment (essay) questions and answers for each grade. (SLD)

ED 438 293 TM 030 601

Writing Assessment: Rhode Island State Assessment Program. Guide to Interpretation and Interpretation Guide for Families Grades 3, 7, and 10.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *High School Students; Parents; *Performance Based Assessment; Scoring; Test Interpretation; Test Items; *Test Results; Writing Evaluation; *Writing Tests
IDENTIFIERS- *Rhode Island

In 1999, Rhode Island students in grades 3, 7, and 10 took a performance assessment in writing as part of the Rhode Island State Assessment Program. These two documents, a guide for educators and a guide for parents, describe the test and its scoring. The test is called a performance assessment because it requires the students to demonstrate their ability to write an essay in response to a suggested topic. As such, it is a test of writing skills in standard English. The "Guide to Interpretation" contains information for educators in the following chapters: (1) "Background"; (2) "Purpose"; (3) "The Writing Tests"; (4) "Scoring Process"; (5) "Use of Test Results"; (6) "Elements of an Effective Writing Classroom"; and (7) "Summary." Five appendixes contain writing samples, a sample performance report, a writing process diagram, a description of the scoring teams, and a list of annotated resources. The "Interpretation Guide for Families, Grades 3, 7, and 10" explains the performance assessment to parents and contains writing samples for the three grades. (SLD)

ED 438 294 TM 030 602

Aranov, Ziona
Validity and Reliability of the ACFS Behavior Observation Rating Scale.
PUB DATE- 99
NOTE- 45p.; Master of Arts Thesis, Touro College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Behavior Patterns; Disabilities; *Observation; *Preschool Children; Preschool Education; Questionnaires; *Reliability; Therapy; *Validity

This study examined the reliability and validity of the Application of Cognitive Functions Scale (ACFS) (C. Lidz and R. Jepsen, 1997) Behavior Observation Rating Scale. The study involved observational ratings of 25 participants who were enrolled in a preschool for children with developmental disabilities. Validity was investigated by determining how well the researcher's ratings during a sample classroom activity and support to at-risk students by collaborating with many human service agencies that work with children and families. The vehicle for change was the development of Student Support Teams (SSTs) as a replacement of the existing "teacher assistance teams." This report contains an evaluation of the program for the 1998-99 school year. Data were collected from the SST chairperson at each of the 105 participating schools. A total of 3,586 students were referred to the SSTs in this school year. A focus of the evaluation was the effectiveness of classroom-based, school-based, and community-based strategies to help students. Findings indicate that the SST program continues to provide invaluable service to students at-risk and their families. A large majority of the referred students showed improvement in their areas of concern by the end of the school year. However, the findings also suggest that the effectiveness of SSTs in alternative schooling programs needs further study since these schools had relatively poor strategy effectiveness ratings and high levels of "No Improvement" ratings. (Contains 17 figures.) (SLD)

ED 438 318   TM 030 633

Howard, Daniel L.
Dropout Report, 1997-1998.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; *Dropout Rate; Dropouts; Secondary Education; *Secondary School Students; *Student Attrition; Tables (Data)
IDENTIFIERS- *Wake County Public School System NC

This report presents statistics on the dropout rate for the Wake County Public Schools, North Carolina. Before the 1997-98 school year, a steady decline had occurred in the Wake County Public School System's unduplicated dropout rate for grades 7 through 12. The unduplicated dropout rate is the percent of first-time dropouts. The dropout rate rose slightly from 2.6% in 1996-97 to 2.7% in 1997-98. There has been a steady decline in the duplicated dropout rate since 1993-94. The duplicated dropout rate is the percent of first-time in 1997-98 dropouts plus previous year or repeat dropouts. The largest percentage of both duplicated and unduplicated dropouts in the school system came from grade 9. Seventy-five percent of the unduplicated ninth-grade dropouts were overage for their grade. Attendance problems continued to be the major reason why students dropped out. Attachments contain dropout figures per high school and individual high school summaries, as well as a discussion of dropout procedures and data sources. (Contains 11 figures.) (SLD)

ED 438 319   TM 030 636

Mee, Jean
Evaluation of a Preparatory Study Program for the Praxis II Content Examination for Teacher Certification in Physical Education. Curriculum Development.
PUB DATE- 99
NOTE- 60p.; Ed.D. Practicum, Nova Southeastern University. For related practicum, see TM 030 637. Appendices may not reproduce adequately.
LANGUAGE- English

In response to a questionnaire, school districts that are members of the Council of the Great City Schools (n=40) supplied information about their immediate and anticipated demand for teachers, recruitment strategies, and efforts to encourage diversity in the teacher workforce. Cities surveyed were from across the country. Colleges from the Great City Colleges of Education (n=45) provided information about their teacher preparation programs, subject areas of greatest interest to students, supports available to teacher preparation students, programs for nontraditional prospective teachers, and incentives and accommodations to attract applicants for high-need teaching areas. Responses make it clear that the nation's largest city school districts are experiencing real teacher shortages in specific subject fields, across all grade levels, and in the ranks of minority teachers. Shortages are most severe in special education, science, and mathematics, and an end to these shortages in the near future is not probable. Districts are using a variety of strategies to attract teacher candidates, and many districts have introduced induction programs to support, assist, and retain new teachers. The city colleges of education are also expanding efforts to address the urban teacher shortage, but teacher education students are still flocking to the oversubscribed programs, making it anyone's guess where well-prepared teachers will be found for the high-demand areas. Appendixes list teachers in immediate demand by districts, recruitment strategies by district, and facts about the Great City school districts and Colleges of Education. (SLD)

ED 438 341 UD 033 295

Harrell, Adele; Cavanagh, Shannon; Sridharan, Sanjeev
Evaluation of the Children at Risk Program: Results 1 Year after the End of the Program. Research in Brief.
SPONS. AGENCY- Department of Justice, Washington, DC. National Inst. of Justice.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD.; Columbia Univ., New York, NY. National Center on Addiction and Substance Abuse.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Delinquency; Delivery Systems; *Drug Abuse; *High Risk Students; Intermediate Grades; Junior High Schools; Peer Relationship; *Prevention; Program Evaluation; Social Support Groups; Urban Schools; Urban Youth

Children at Risk (CAR) was a drug and delinquency prevention program for high-risk adolescents aged 11 to 13 years who lived in narrowly defined, severely distressed neighborhoods in: Austin, Texas; Bridgeport, Connecticut; Memphis, Tennessee; Savannah, Georgia; and Seattle, Washington. CAR delivered integrated services to the 338 young participants and all members of their households. Case Managers collaborated closely with staff from criminal justice agencies, schools, and other community organizations. Compared with youths in the control and comparison groups, CAR youths participated in a significantly higher number of positive activities during the program period. They were also more likely to report attending drug and alcohol abuse programs. CAR households used more services than comparison groups, although the majority of CAR households did not report getting most core program services. CAR youths appeared to receive more positive peer group support and to associate less frequently with delinquent peers.

in addition to the other items recorded. Results revealed a significant difference in grades of at-risk students receiving curriculum modifications and students who did not receive curriculum modifications. Gender, ethnicity, socioeconomic status, attendance, age, IQ, and first semester scores did not significantly impact scores. (Contains 39 references.) (SM)

ED 438 361 UD 033 326

White House Initiative on Educational Excellence for Hispanic Americans. Annual Performance Report. Fiscal Year 1998.
PUB DATE- 99
NOTE- 118p.; Prepared by the White House Initiative on Educational Excellence for Hispanic Americans.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Elementary Secondary Education; *Equal Education; *Excellence in Education; Federal Aid; *Federal Government; *Federal Programs; Government Role; *Hispanic Americans

This annual report presents information from federally mandated annual surveys of federal agencies to assess their performance in providing educational opportunities to Hispanic Americans. Profiles were designed to gather the following information for each agency: exemplary programs/activities; contributions to Hispanic Serving Institutions; employment of Hispanics; future investments; and point of contact. Analysis of the 27 agency submissions indicated that there have been improvements since the last survey. In 1995, most agencies reported that they did not have the necessary data to comment on their agency's effectiveness in this area. The 1998 report shows that several agencies now have sufficient information to design and implement strategies targeting the Hispanic community. The 27 agencies submitting reports described a wide array of programs designed to meet the educational needs of Hispanic Americans. The process of collecting annual plans from each federal agency has increased their awareness of their responsibility to better meet the educational needs of Hispanic Americans. Several actions are being planned by the White House Initiative to increase the role of federal agencies in addressing the educational achievement of Hispanic youth in the future. (SM)

ED 438 362 UD 033 327

Johnson, Joseph F., Jr., Ed.; Asera, Rose, Ed.
Hope for Urban Education: A Study of Nine High-Performing, High-Poverty, Urban Elementary Schools.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 99
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Accountability; Asian Americans; *Educational Change; Educational Environment; Educational Improvement; Elementary Education; Elementary School Students; Federal Aid; Federal Programs; Hispanic Americans; Instructional Leadership; Minority Group Children; Parent School Relationship; *Poverty; Principals; *Slum Schools; Teaching Methods; Urban Education
IDENTIFIERS- African Americans

Hispanic, 13% African American, and 11% Asian and other races. Hispanic, African American, and Asian/other youth accounted for 95% of the cases that were transferred to adult court in 1996, with Hispanic youth alone accounting for 59% of cases transferred. Hispanic youth were 6 times more likely, and African American youth were 12 times more likely than White youth to be transferred to adult court. Minority youth did have higher arrest rates, but examination of the arrest categories suggests little reason (such as greater number of violent crimes) for the racial disparity in terms of transfers to adult court. The disproportionately harsh disposition of minority youths by adult court shows up regardless of the felony category that is used as the index to measure arrest propensity. Minority youths are 8.3 times more likely than white youths to be sentenced by a an adult court to imprisonment in a California Youth Authority facility. (SLD)

ED 438 380 UD 033 350

Borman, Geoffrey D.; Stringfield, Sam; Rachuba, Laura
Advancing Minority High Achievement: National Trends and Promising Programs and Practices. A Report Prepared for the National Task Force on Minority High Achievement, the College Board.
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Black Students; Educational Improvement; *Educational Practices; Elementary Education; *Elementary School Students; Hispanic Americans; *Minority Groups; Tables (Data)
IDENTIFIERS- African Americans; Latinos; *Reform Efforts

This report documents recent national progress in advancing the achievements of elementary-aged minority children, the potential for replicable whole-school reform designs to contribute to this advancement, and the individual, classroom, and school characteristics that distinguish those minority students who attain high levels of achievement. The primary focus of the analyses is on the progress of Latino and African American students who begin their academic careers at relatively high achievement levels. The analyses are based on data from the national study, "Prospects", and its companion study of exemplary school programs, "Special Strategies." As results from other national studies have indicated, the results of this study suggest that minority students are poorly represented among the nation's highest achievers. Results suggest that high-achieving students of all racial/ethnic groups, who are from lower socioeconomic status backgrounds, begin a process of disengagement from school from the time they begin first grade. It also appears that the achievement of boys is more likely to suffer than that of girls. Analyses of the "Special Strategies" data indicate that replicable, whole-school reform designs hold considerable promise for advancing the learning of all African American students within high poverty schools. Findings also suggest that many aspects of schools and classrooms that are associated with minority high achievement are readily alterable. Schools and families can work toward promoting many of the individual attributes that tended to characterize the most successful minority students from the study. Two appendixes contain student-level and school-level composite scores for the study questionnaire and children's needs; (3) spontaneous play; (4) free movement; (5) healthy diet; (6) self-esteem support; (7) social climate of respect and cooperation; (8) rules and rhythm; and (9) environmental comfort. The next two principles relate to education for a healthy lifestyle: (10) early education for a healthy lifestyle; and (11) experiential learning. The remaining five principles address support of social and professional partners: (12) kindergarten and family community; (13) participation in management and education; (14) teacher's healthy lifestyle; (15) kindergarten as part of the community; and (16) stress-free transition to primary school. Part 2 of the report outlines conditions for promoting children's well-being and health, presents a curriculum outline, and discusses ways to obtain support of community, parent, and professional partners. Part 3 details ways individual programs can participate in the HK Project and become part of its organizational network, and part 4 provides detailed information on how to develop a health project in an individual school. (Each part contains multiple references.) (KB)

ED 438 015 PS 027 513

Maeda, Rie
"Ijime": An Exploratory Study of a Collective Form of Bullying among Japanese Students.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bullying; Cultural Influences; *Early Adolescents; Foreign Countries; Interviews; Junior High School Students; Junior High Schools; *Peer Relationship; *Student Attitudes
IDENTIFIERS- Japan

Noting that bullying has become very prevalent in Japanese schools, this exploratory interview study examined Japanese junior high school students' perceptions and experiences of bullying, or "ijime." Participating were 61 students randomly selected from two junior high schools in a small Japanese town. Subjects were asked to describe their perceptions of bullying, to talk about their experiences with bullying, and to explain the differences between bullying and fighting. Responses indicated that 60 percent of the students had experienced "ijime," either as a bully, a victim, or a witness. About 85 percent of students named indirect aggressive behaviors in their perceptions of bullying. Over 90 percent reported that only group-to-one harassment was considered "ijime." About 7 percent said that both group-to-one and one-to-one harassment were considered "ijime." All the students who had experienced "ijime" either as a bully or a victim said that their experience was a group-to-one case. The findings suggested that Japanese students were more likely than Western children to use indirect relational tactics, such as spreading nasty rumors and ignoring. Three characteristics of bullying among Japanese students may stem from Japan's social structure: (1) pressure to conform to group norms; (2) awareness of their roles in a group; and (3) use of relational aggression. (KB)

ED 438 016 PS 027 559

Rockhill, Carol M.

First Class: A Guide for Early Primary Education. Preschool-Kindergarten-First Grade.
PUB DATE- 99
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Curriculum Development; Curriculum Guides; *Developmentally Appropriate Practices; Early Childhood Education; *Elementary School Curriculum; Evaluation; Instruction; Instructional Development; *Preschool Curriculum; School Schedules; Teaching Guides; Teaching Methods
IDENTIFIERS- California

Focusing on the argument that early childhood education plays a crucial role in children's future success, this guide provides information to educators about development-based education that leads to active and productive learning for children ages 4 through 6. The guide provides examples for planning and organizing classroom environments, scheduling the day's activities, guiding interactions between children and adults, and planning challenging curriculum and assessment activities. Chapter one, "Guiding Principles for Quality Early Primary Programs," focuses on models of child development and explanations of development-based education. Chapter two, "Planning Environments for Early Primary Programs," addresses the importance of environment and physical space in meeting children's needs. Chapter three, "Scheduling the Day in the Early Primary Program," addresses the need to balance classroom activities in the daily schedule, while chapter four, "Planning Classroom Instruction and Management," focuses on the goals of quality learning and managing inevitable issues that arise in the classrooms of young children. Chapter five, "Applying Child Development Principles to Curriculum," addresses specific areas of study and how they fit into the education of young children. Chapter six, "Planning an Integrated Early Primary Program," addresses incorporation and integration of diversity, special services, and teaching strategies into the program. The guide's four appendices address specific issues of reading, writing, assessment, and working with English language learners. (Contains approximately 350 references.) (SD)

ED 438 034 PS 028 218

Get the Lead Out: Illinois Childhood Lead Poisoning Surveillance Report, 1997-1998.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; *Children; Community Characteristics; *Counties; Family Environment; Hazardous Materials; *Lead Poisoning; Preventive Medicine; Safety; Statistical Analysis; *Statistical Data; Statistical Surveys
IDENTIFIERS- Environmental Problems; Household Risks; *Illinois; *Lead (Metal)

In an effort to highlight the importance of identifying children who have been lead poisoned, the Illinois Department of Public Health produces its surveillance report to alert the community to the geographical risk of lead poisoning and to report on

Academies. Established under the auspices of the Board on Children, Youth, and Families, the forum's overarching mission is to synthesize, analyze, and evaluate scientific research on critical national issues that relate to youth and their families, as well as to disseminate research and its policy and programmatic implications. Nearly 60 reports published by the National Academy Press touch on adolescent issues and on issues relevant to their health and development. Synthesizing that body of individual research reports, this report attempts to characterize the institution's work to date related to adolescence. The report's chapters are: (1) "Introduction"; (2) "Adolescence: A Time of Opportunity and Risk" (the developing adolescent, social context in which adolescents develop, changes in U.S. families, peer relationships); (3) "Supporting Adolescents with Social Institutions" (neighborhoods and community settings, schools, health care delivery systems, child welfare and juvenile justice); (4) "Addressing Challenges and Promoting the Healthy Development of Adolescents" (sexual risk, unintended pregnancy, and sexually transmitted diseases; tobacco, alcohol, and illicit drugs); (5) "Adolescents Taking Their Place in the World" (adolescents in the workforce, school-to-work programs, changing sociodemographic patterns); and (6) "Implications for Research and Linking Research to Policy and Practice" (increasing numbers and growing diversity, healthy adolescent development, relationships between teenagers and parents, new trends in adolescent behavior, adolescent well-being, programs for intervention and youth development, developmentally appropriate health care services, the media and advances in technology, role of the forum). Each chapter lists the Academy reports referenced. (Contains 22 references.) (EV)

ED 438 053   PS 028 252

Bika, Anastasia
A System for the Expansion and Development of School into a Space of Constructive Engagement for Childhood Age Categories.
PUB DATE- 97
NOTE- 19p.; Paper presented at the European Conference on the Quality of Early Childhood Education (7th, Munich, Germany, September 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Classroom Design; Classroom Environment; *Cooperative Planning; Early Childhood Education; Foreign Countries; Group Activities; *Student Participation; *Young Children
IDENTIFIERS- Greece

A study observing children's participation in designing their own classroom space was based on the following framework: (1) creation of the environment and conditions necessary to enable children to express themselves constructively in a climate of acceptance; (2) support of children's need to prove and confirm their own abilities; (3) strengthening of the dynamics of the relations which develop among children of various ages when they cooperate in groups with a common goal and vision; and (4) establishment of the perspective needed by children so that they can obtain an integrated aesthetic perception and approach, through individual and group experiences, of a substantial intervention to shape, organize, and manage their own space. Children ages 3 through 5 attending 20 kindergarten and day care centers in Greece were observed as they played a "puzzle game" involving geometric shapes that represented their children's behavior and effective teaching, this book details experiences of early childhood practitioners to illustrate how observation helps teachers and caregivers become more effective in the child care center, preschool, family child care home, or elementary school classroom. The book includes strategies for making daily decisions about observing, getting started, making observation a habit, using what is learned from observing, and overcoming obstacles to observing. Chapter 1 focuses on observation as an attitude of openness as well as a set of skills. Chapter 2 describes the power of observation as the basis for building trusting, responsive relationships with children. Chapter 3 focuses on the self-awareness of the observer. Chapter 4 presents guidelines for effective observation. Chapter 5 looks at the daily decisions made while observing and offers practical suggestions for observing in a variety of settings. Chapter 6 highlights how to use what is learned from observing to foster each child's competence and success, and as a result, to create and maintain a high-quality program for children and families. Chapter 7 offers strategies for getting started and provides answers to frequently asked questions about observations. Contains 12 annotated references. (KB)

ED 438 071   PS 028 271

Hoerr, Thomas R.
Becoming a Multiple Intelligences School.
PUB DATE- 00
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Agents; Change Strategies; Collegiality; *Educational Improvement; Educational Practices; Educational Theories; Elementary Education; Excellence in Education; Faculty Mobility; Friendship; *Instructional Innovation; Instructional Leadership; Intelligence; *Multiple Intelligences; Private Schools; Student Evaluation; Teacher Administrator Relationship; Theory Practice Relationship; Transient Children
IDENTIFIERS- Missouri (Saint Louis)

The motivation to help students learn has moved many educators to explore multiple intelligences (MI) theory as a tool to help more children succeed. This book relates a decade of experiences in applying MI theory at New City School, an independent St. Louis elementary school. Directed toward educational leaders, the book focuses on the centrality of collegiality, the problems posed by transient students and faculty, the complementary role played by public exhibitions and standardized test scores, the role of friends in determining activities favored by the students, the delicate line between support and challenge that leaders must walk, and the tension between excellence and perfection. Chapter 1 provides an overview of MI theory, defining the intelligences and contrasting MI to traditional notions of intellect. Chapter 2 describes New City School and its path to implementing MI. Chapter 3 presents Barth's model of collegiality and offers specific suggestions for developing collegiality within schools. Chapter 4 focuses on alternative student assessment techniques. Chapter 5 deals with school-wide strategies for implementing MI and ways to look creatively at the school day with the children's parents/guardians and from self-administered questionnaires completed by the kindergarten teachers. Data were also gathered during an individual assessment with each child. The study assessed the children's cognitive skills and knowledge, social skills, physical health and well-being, approaches to learning, and the children's family environment. Among the findings were the following: (1) in reading, mathematics, and general knowledge, older kindergartners outperform younger kindergartners; (2) children's performance increases with the level of their mothers' education; (3) kindergartners from two-parent families are more likely to score in the highest quartile than children from single-mother families, although some with single mothers also score in this quartile, and some from two-parent families score in the lowest quartile; (4) for the most part, children exhibit a high incidence of prosocial behaviors; (6) reports of children's problem behaviors vary by race/ethnicity and by whether the teacher or parent is rating the child; (7) kindergartners are generally healthy, although their general health differs by their family type, level of mothers' education, and whether or not the family uses public assistance; (8) in terms of children's approach to learning, both parents and teachers report that girls persist at tasks more often than boys, older kindergartners persist more often than younger ones, and children not at risk persist more often than children at risk for school difficulty; (9) the majority of parents report having more than 25 children's books in the home; and (10) black children are more likely than white, Asian, or Hispanic children to receive before- and/or after-school care. Findings indicate that while first-time kindergartners are similar in many ways, differences exist in children's skills and knowledge in relation to their characteristics, background, and experiences. The study will continue to follow the cohort through their fifth-grade year. (Contains 56 references.) (HTH)

ED 438 090 PS 028 295

Opening a New Window on Child Care: A Report on the Status of
Child Care in the Nation Today.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care; Elementary Secondary Education; Employed Parents; *Family Day Care; Preschool Education
IDENTIFIERS- Affordability; Availability (Programs and Services); *Child Care Needs; *Day Care Quality

Despite improvements in child care regulations and in the availability of child care since the 1972 landmark study on the country's child care delivery system, the current child care system still fails working parents and their children even as families are becoming more reliant on it. This document synthesizes recent research showing the educational and developmental benefits of good quality child care and provides a call to action to those who support children's rights to safe and enriching early childhood care. The major points of the report are as follows: (1) demand for child care is exploding; (2) the cost of child care is prohibitive; (3) good quality care is essential for all; (4) numerous barriers to quality care remain; (5) lack of school-age care means higher crime rates; and (6) there are business benefits to understanding employers' responsibility to provide families with access to kindergarten through postsecondary level. Many practices were technology-driven. Results point to the importance of parent involvement, extensive multidirectional communication, administrative leadership, and school and community willingness to change. Appendices include findings from each of the sites and provide brief descriptions of best practices and essential terms. (CDS)

ED 438 108   RC 022 195

Hooper, H. H., Jr.
Leadership in Rural School Districts: Where Is the Superintendent?
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Convention of the National Rural Education Association (91st, Colorado Springs, CO, October 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; *Educational Change; Elementary Secondary Education; *Inclusive Schools; *Leadership; Rural Areas; *Rural Schools; School Districts; Special Needs Students; *Superintendents
IDENTIFIERS- *Texas

Gaining insight into rural school superintendents' concerns about serving special needs students in inclusive classrooms could help minimize problems in implementing this change. A survey using the Change Facilitator's Stages of Concerns Questionnaire was mailed to superintendents in all 708 rural school districts in Texas; 484 responses were received. Combining all three stages of implementation, 92.7 percent of the districts reported they were actively engaged with inclusion. Findings suggest that rural school superintendents wanted to know more about the "how-tos" of implementation, were not concerned about working with others to facilitate implementation, and were thinking about possible alternatives to inclusion. Superintendents' concerns were not affected by school district size or the proportion of special needs children in the total student population, but were affected by the stage of implementation in their district. (CDS)

ED 438 109   RC 022 198

Canagarajah, Sudharshan; Coulombe, Harold
Child Labor and Schooling in Ghana. Ghana: Labor Markets and Poverty. Policy Research Working Papers.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Child Labor; Child Welfare; Children; *Economic Factors; Elementary Secondary Education; *Enrollment Influences; Family Characteristics; Females; Foreign Countries; Males; National Surveys; *Poverty; Rural Areas; Rural Education; *Rural Urban Differences; *Sex Differences; Urban Areas
IDENTIFIERS- *Ghana

This report examines the determinants of child labor in conjunction with school participation trends for children ages 7-14 in Ghana. The report is based on data from national household surveys conducted 1987-92. Specifically, the study examined the influence of variables such as child age and sex;

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; Change Agents; Computer Assisted Instruction; Computer Literacy; *Computer Uses in Education; Elementary Secondary Education; *Information Policy; *Information Technology; *Internet; Public Policy; Rural Areas; Socioeconomic Status
IDENTIFIERS- Access to Computers; *Kentucky; Year 2000 (Programming)

The full impact of the current information technology and networking revolution remains unknown, but the experiences of organizations and individuals who are using the tools and resources offered by information technology suggest that it may change our social fabric. Some of the current and emerging trends in information technology include: the need to overcome limitations of access due to economic status; timely solutions to the "Year 2000" problem; and the transformation of organizations due to decentralization and increased telecommuting. Public policy issues that face government include: electronic records management; privacy; security; network literacy; organizational change; intellectual property rights; information access, storage, and retrieval; and public-private partnerships. Over the long term, the strategic application and management of information technology can help Kentucky maximize the use of limited resources to meet its pressing needs, achieve a stronger competitive position in the global economy, meet the increasing demand for customer service, increase confidence in government, and approach solutions differently in such areas as education reform, employee development and empowerment, flexible manufacturing, and industrial revitalization. Three figures depict access to a personal computer in Kentucky; percent of Kentucky adults who have accessed the Internet in the past 12 months, by region; and percent of Kentucky households with a personal computer, by income and education. (TD)

ED 438 127   RC 022 255

Schirmer, Peter; Childress, Michael T.; Nett, Charles C.
$5.8 Billion and Change: An Exploration of Long-Term Budgetary Trends.
PUB DATE- 96
NOTE- 9p.; In: Exploring the Frontier of the Future: How Kentucky Will Live, Learn and Work; see RC 022 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; *Educational Planning; Elementary Secondary Education; Futures (Of Society); *Government School Relationship; Higher Education; *Long Range Planning; *Public Policy; State Government; *Statewide Planning; Strategic Planning; Trend Analysis
IDENTIFIERS- *Kentucky

Over the past 20 years, the share of Kentucky's general fund dollars spent on police and corrections, and health and human services, has increased. Meanwhile, the share spent on elementary and secondary education has not changed, while higher education funding has fallen. Compared to similar states, Kentucky spends less money per student at all levels of the education system, especially in higher education. Among 15 Southern states, Kentucky had the largest decrease in education funding per college student over the last 10 years. The Kentucky Long-Term Policy Research Center projected revenues relevant science instruction, mathematics instruction, student evaluation, art education, and philosophy of knowledge. Following a conference summary by Ted Riecken, the papers are: "The Role of Oral Language in the Practicum Classroom" (Harold K. Derksen); "The Role of Mood States in Assessing Rugby Players: State or Trait Measure?" (Tanya Berry, Bruce Howe); "Researcher-Teacher Collaboration To Develop and Test a Constructivist Teaching Model" (Lily Dyson, Steven Toleikis); "Starting Small and with Uncertainties: Towards a Physically-Grounded Model of Learning from Laboratory Activities" (Wolff-Michael Roth); "Preventing School Violence by Building Connectedness: A Local Initiative" (Mary-Wynne Ashford); "Violence, Gender and Differential Socialization: Examining Male-Female Differences in the Youth Violence Project" (Ted Riecken, Sibylle Artz); "Caught in the Middle: A Counselling Program for Children of Divorce" (Geoffrey G. Hett); "Meeting the Needs of Female Physical Education Students in High School" (Sandra Gibbons, Catherine Gaul, Geraldine Van Gyn, Joan Wharf-Higgins); "Influence of Aerobic Fitness on High Intensity Anaerobic Performance in Females" (Catherine A. Gaul, David Docherty); "Implementation of the K-7 Personal Planning Program" (Anne Marshall); "Yet Sun Heywa: Developing a First Nations Art Website" (Bill Zuk, Robert Dalton); "Rediscovering Traditional Science in Multicultural Science Education" (Gloria Snively, John Corsiglia); "Attempting To Foster the Development of Number Sense" (Werner W. Liedtke); "Investigating the Evaluation of Student Achievement" (John O. Anderson); "The Art Glass Movement and Curriculum Design for Higher Education" (Laura Kaufman-Weisbord); "The Acquisition of Strength: Catalyst for Research" (David Docherty, Catherine A. Gaul); and "Between Suicide and Murder--Living in the Space?" (Antoinette Oberg, Denyse Parizeau, Sue Taylor). (Contains references in most papers.) (SV)

ED 438 145 RC 022 277

Ashford, Mary-Wynne
Preventing School Violence by Building Connectedness: A Local Initiative.
PUB DATE- 97
NOTE- 9p.; In: Connections '97. Proceedings of a Faculty Conference (3rd, Victoria, British Columbia, May 1997); see RC 022 275.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *Canada Natives; *Community Relations; Conflict Resolution; Elementary Secondary Education; Foreign Countries; Parent Participation; Peer Relationship; *Prevention; Program Development; Racial Bias; *School Community Relationship; Social Isolation; Student Alienation; *Violence; Youth Problems
IDENTIFIERS- British Columbia

School violence in British Columbia (Canada) is directly related to youth alienation and disconnectedness. The Native concept of connectedness or sense of belonging can be a useful guide for assessing the effectiveness of school violence programs. Connectedness, in this context, indicates that humans are part of a seamless web of creation in which each person is related to all others and to the earth, and that the spiritual dimension of creation is central to life. This report proposes

Charge Here? The Development of Teacher Ownership in an Inter-Disciplinary Environmental Modeling Project" (Andrea K. Balas); (4) "An Overview of Some Characteristics of Today's College Science Students Attending Liberal Arts Colleges" (Andrea K. Balas and John R. Mascazine); (5) "Serving At-Risk Students through Technology Education" (Phillip L. Cardon); (6) "An Exploratory Analysis of Children's Concepts of Rational Numbers: Evidence from Students' Paper Representations" (Matthew D. Conley and Stephen J. Pape); (7) "The Mechanics of School Reform: Case Studies in Mathematics Education" (Kelly M. Costner and Sigrid Wagner); (8) "Bringing Undergraduate Biology to Life with Model Ecosystems and Imaging Technology" (Robert Day); (9) "Serving the Underserved: How to Increase the Participation of Women and Minorities in the Sciences" (Kimberly J. Gibson); (10) "TIMSS: What Can We Learn about Teaching?" (Beth D. Greene and Marlena Herman); (11) "Writing in Mathematics Classes: How Can Students Benefit?" (Kimberle A. Kelly and Beth D. Greene); (12) "MSaT MEd Preservice Teachers' Perceptions of Pedagogical Constructivism" (Youngsun Kwak); (13) "Research Trends in Mathematics Education, 1995-1997" (Hea-Jin Lee, S. Asli Ozgun-Koca, and Teresa H. Rehner); (14) "The Unique Needs and Characteristics of Monozygotic Twins as Learners" (John R. Mascazine); (15) "Science: It's a Family Thing" (Judy Ridgway); (16) "The Y2K Problem in U.S. School Mathematics: A Comparative View" (Mourat Tchoshanov); (17) "Cloning in the News: The Popular Press as a Means for Informal Science Education" (Lynda C. Titterington, Suzanne Shaw Drummer, and Joyce Miller); (18) "Analyzing Student-Generated Representations of Complex Data Sets" (R. Paul Vellom); (19) "Teaching to the Imagination--How to Integrate Science, Mathematics, and Technology within a Humanities Curriculum" (Steve Winters); (20) "MSaT in the Educational System of Korea" (Hea-Jin Lee, Hyonyong Lee, and Kyungsuk Park); (21) "A Comparison of Middle School Technology Education Curriculum between Korea and the United States" (Kyungsuk Park); and (22) "Feuerstein's Instrumental Enrichment: What Does It Have to Do with Mathematics Education?" (Parisa Vafai). (ASK)

ED 438 167 SE 063 166

Swartz, Robert J.; Fischer, Stephen David; Parks, Sandra
Infusing the Teaching of Critical and Creative Thinking into Secondary Science: A Lesson Design Handbook.
PUB DATE- 98
NOTE- 614p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; *Creative Thinking; *Critical Thinking; Lesson Plans; Planning; *Science Instruction; *Science Process Skills; Secondary Education; *Secondary School Science; Skill Development; Teaching Methods

This book explores what can be accomplished when effective classroom techniques for teaching students to become good thinkers are combined with effective strategies to engage students in thoughtful learning of the regular secondary school science curriculum. The technique of lesson design and instruction that results is called infusing critical and creative thinking into content instruction. The infusion lesson design framework and the tools introduced in this handbook to facilitate designing and teaching infusion lessons are powerful devices to accomplish the basic objectives of education. The

School Teachers" (De Caprariis, Pascal; Barman, Charles R.; and Magee, Paula A.); (12) "How Middle Childhood In-service Teachers View the "Scientific Method"" (Weinburgh, Molly); (13) "Intracampus and Intercampus Collaborations: Lessons Learned" (Henriques, Laura and Hawkins, Barbara); (14) "M.A.T. Interns' Views of Scientists" (Carnes, G. Nathan); (15) "The Culture of Traditional Preservice Elementary Science Methods Students Compared to the Culture of Science: A Dilemma for Teacher Educators" (Spector, Barbara S. and Strong, Paschal N.); (16) "The National Science Teaching Standards as the Basis for Portfolio Assessment" (Moseley, Christine); (17) "Using Web-Based Portfolios to Support Elementary Science Teacher Learning" (Zembal-Saul, Carla; Boardman, Leigh Ann; and Dana, Tom); (18) "Assessing Elementary Science Teaching in a Performance Setting" (Guy, Mark D. and Wilcox, Jackie); (19) "Improving Preservice Elementary Teachers' Conceptions of the Nature of Science Using a Conceptual Change Teaching Approach" (Akerson, Valarie L. and Abd-El-Khalick, Fouad); (20) "Improving Elementary Teachers' Conceptions of Nature of Science in the Context of a Science Content Course" (Abd-El-Khalick, Fouad); (21) "Project T.E.A.M.S. (Teacher Education at Akron for Mathematics and Science)" (Owens, Katharine D.; Broadway, Francis S.; and Griffin, C. Frank); (22) "Science Teacher Beliefs: Toward an Understanding of State Science Exams and Their Influence on Teacher Beliefs" (Veronesi, Peter and Van Voorst, Conrad); (23) "A Collaboration between Scientists and a Science Educator Developing Web-Based Curricular Activities" (Bodzin, Alec M.; Wilson, Ellen; and Hug, Barbara); (24) "Inter-Institutional Efforts to Develop a Web Based STS Course" (Spector, Barbara S.; Burkett, Ruth; Barnes, Marianne; and Johnson, Judith); (25) "What We Know about Our Future Math and Science Teachers" (Morrell, Patricia D.); (26) "Consideration of an Alternative Dissertation Format" (Gerber, Brian L.); (27) "The Nature of Science in Decision-Making: Lead Role, Supporting Character, or Out of the Picture?" (Bell, Randy L. and Lederman, Norman G.); (28) "Designing Video-Based Science Content Instruction for Elementary Teachers" (Abell, Sandra; Finkelstein, Nancy; Flick, Larry; Greenwood, Anita; and Wainwright, Camille); (29) "Science Education in an Urban Elementary School: Case Studies of Teacher Beliefs, Classroom Practices, and Staff Development" (King, Kenneth; Shumow, Lee; and Lietz, Stephanie); (30) "Shifting toward Inquiry Science Teaching: The Story of Secondary Science Teachers

ED 438 192 SO 029 958

Marshall, Marvin
Fostering Social Responsibility. Fastback 428.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; *Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Interpersonal Competence; Program Development; *Social Development; *Social Responsibility; *Student Behavior; Theory Practice Relationship
IDENTIFIERS- Character Education; Covey (Stephen R); Disruptive Behavior

This fastback outlines an approach to foster social lesson plans, student resources, and a selected bibliography. Six lessons focus student effort on working with primary source documents to investigate Washington's life and achievements. Lesson titles include: (1) "The Making of a Leader"; (2) "Military Leader: George Washington and the American Revolution"; (3) "George Washington and the Constitution"; (4) "George Washington as President"; (5) "George Washington and the Native Americans"; and (6) "George Washington and Slavery." Although the lessons are recommended for grades 8-12, some of the readings may need to be adapted for effective use by eighth grade students. Contains 15-item selected bibliography. (BT)

ED 438 212   SO 031 288

Bickmore, Kathy
What Passes for Citizenship? Conflict and Feminist Challenges to the Social Studies.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Conflict; *Democracy; Elementary Secondary Education; *Feminism; Political Issues; Public Schools; *Social Studies; Student Needs; Textbook Content; Womens Studies

Democratic dispositions and skills can be taught by giving students complex political questions to address thoughtfully. Social studies curriculum in North America is constructed around avoiding controversy and thus suffers from a narrow and sometimes stifling viewpoint. The core of the historical narrative presented in public schools has been remarkably resistant to change. Recent textbook revisions have added some information about women and people of color, but often in marginal sidebars rather than in the story's flow. Female "firsts" in formerly male pursuits often are included in textbooks and curriculum documents because they fit the dominant image of "male" activity as to what matters. Feminist pedagogy opens a place where meaningful conflicts may be confronted and new understandings forged in the social studies. A safer learning climate would widen the margins of accepted viewpoints, encourage openness to learning, and initiate analytic dialogue regarding the inevitable paradoxes and discontinuities in democratic life. Knowing the vulnerability of children and adolescents to insecurity and peer censure, an educator could argue that it is unfair to expect all students to participate in conflictual pedagogy. However, people are generally interested in the ideas and activities with which they feel confident. Should not all students get a chance to develop confidence in voicing and substantiating their own opinions? If not in school social studies, where people supposedly prepare for citizenship, then where? Feminist perspectives can illuminate and help remediate the anti-democratic aspects of what sometimes passes for citizenship education. Real inclusion of women's concerns, problems, viewpoints, and cultures inevitably raises conflict, and conflict is the essence of pluralist democracy. (Contains 59 references.) (BT)

ED 438 213   SO 031 289

Flowers, Nancy, Ed.
Human Rights Here and Now: Celebrating the Universal Declaration

of both countries, with a specific focus on the Luiseno tribe in San Diego (California) and the Tarahumara Indians of Copper Canyon in Mexico. The project outlines four learning objectives for students, suggests strategies to help students achieve these objectives, and provides discussion questions to assist students in considering the material studied. A list of materials used in the project is also provided. (BT)

ED 438 232 SO 031 431

Shapiro, Aline
Mythology and Legend in the Aztec World. Fulbright-Hays Summer Seminars Abroad, 1999 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 27p.; Cover page may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Studies; Area Studies; Beliefs; *Cultural Context; Cultural Differences; Elementary Secondary Education; *Folk Culture; Foreign Countries; Latin American Culture; Latin American History; *Legends; *Mythology; Social Studies
IDENTIFIERS- *Aztec (People); Cultural Integration; Fulbright Hays Seminars Abroad Program; *Mexico

This curriculum project, using research and literary and historical perspectives, seeks to help students develop an awareness of the rich cultural diversity of Mexico through studying the mythology of the Aztec people. Through literature and storytelling, students see how mythology is often about real people and events and woven into the fabric of a culture. The aim is to instill in students a reverence for the past with an appreciation for the customs and traditions that continue into the 20th century. The project discusses original sources available to recount Aztec mythology and then traces the historical background of the Aztecs. It details many diverse Aztec legends and creation beliefs. The project concludes that the Aztec myths are part of the cultural legacy that the Mexican people of today have inherited. Contains 16 notes, 9 sources, and 12 children's literature selections. (BT)

ED 438 233 SO 031 433

Balantic, Jeannette
Converging Cultures: A Fusion of Spanish and Indigenous Artistic Traditions. Fulbright-Hays Summer Seminars Abroad, 1999 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 24p.; Color pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; Area Studies; Cultural Activities; *Cultural Context; *Fine Arts; Foreign Countries; High Schools; *Indigenous Populations; Latin American Culture; Latin American History; Religion
IDENTIFIERS- American Indian Art; *Cultural Integration;

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teacher Induction; Career Change; Career Choice; Elementary Secondary Education; Employment Level; Higher Education; Job Satisfaction; Preservice Teacher Education; Student Teaching; Tables (Data); *Teacher Attitudes; Teacher Certification; Teacher Salaries; *Teachers; Teaching Experience; *Teaching (Occupation)

This report is the second in a series that follows 1992-93 college graduates' progress through the teacher pipeline using data from the Second Follow-up of the Baccalaureate and Beyond Longitudinal Study. It examines academic characteristics and preparation for teaching of those who took various steps toward teaching and is organized by a conceptual teacher pipeline that represents a teacher's career. The pipeline includes preparatory activities and teaching experiences. The report examines the rate at which graduates with varying demographic and academic characteristics entered the teacher pipeline and describes the steps that pipeline entrants took toward teaching, noting experiences of those who taught. It also discusses the rate at which those who had taught since completing their degree had stopped teaching and all pipeline members' expectations for teaching in the future. Many graduates who taught soon after college did not expect to spend much time teaching or to make it a career. White, non-Hispanics were the most inclined to teach. Asian/Pacific Islanders were the least inclined to teach. Commitment to teaching related to college entrance examination scores and undergraduate grade point averages. Patterns in teaching behavior have continued from participants' first year out of college to their fourth. (Contains 47 references.) (SM)

ED 438 253 SP 038 997

Finley, Sandra
Restoring Meaning to Teaching. Promoting Instructional Coherence.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 17p.; Prepared with Glenda Copeland, Chris Ferguson, Stephen Marble, and Martha Boethel.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Faculty Development; Learner Controlled Instruction; *Reflective Teaching; *Teacher Collaboration; Teacher Improvement; Teachers; *Teaching (Occupation)
IDENTIFIERS- Reflective Thinking; *Study Groups

This paper shares ideas from a research project involving more than 75 teachers in five states. The teachers participated in groups of 12-18. They received support as part of the research project. The groups met with a facilitator every 2-3 weeks to have conversations about teaching and learning. They learned from and with each other as they explored their beliefs and assumptions about teaching, tried new approaches in their classrooms, read articles, wrote in their journals, and visited each other's classrooms. This paper focuses on three key strategies that can guide efforts to improving student learning and making teaching more meaningful and satisfying: shifting the focus from what is being taught to what students are learning; talking with colleagues about educational issues and

In this study, the implementation effects of a program for teaching coaching skills to Dutch primary school teachers acting as supervising or cooperating teachers for teachers-in-training are described. Coaching is a form of in-class support intended to provide teachers-in-training with feedback on their functioning and, thereby, stimulate self-reflection and self-analysis to improve instructional effectiveness. Based on pre- and post-training ratings of coaching conferences with the teachers-in-training, a significant treatment effect was found for coaching skills concerned with the development of autonomy (empowerment), feedback, and encouragement of self-reflection. The untrained supervising teachers were rated more effective by their teachers-in-training than the trained supervising teachers for coaching skills concerned with the development of improvement plans and the use of observational data. These differences in favor of the untrained supervising teachers can be attributed to the prior training of supervisory skills, however, and explicit preparation of the teachers-in-training for the Independent Final Teaching Period. (Contains 32 references.) (Author/SM)

ED 438 273 SP 039 022

Veenman, Simon; Kenter, Brenda; Post, Kiki
Cooperative Learning as a Form of Active Learning in Dutch Primary Schools.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction (8th, Goteborg, Sweden, August 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Cooperative Learning; Elementary Education; Foreign Countries; Group Dynamics; *Group Instruction; Student Attitudes; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Netherlands

This study examined teachers' use and evaluation of cooperative learning along with students' reactions to cooperative grouping and the quality of the group cooperation in a sample of Dutch primary school teachers who implemented cooperative learning methods. Data collection involved teacher questionnaires, student questionnaires, and observation. Teachers reported that cooperative learning occurred in their classrooms about four times a week. They reported improvement in social skills, on-task behavior, and student self-esteem as a result of having students work in groups. The students reported a positive attitude toward cooperative group learning and rated their work in groups as effective. About half of the teachers reported problems with monitoring the cooperative groups. Observations showed the time-on-task levels of students working in groups to be high, but effective learning and cooperation was not promoted. The teachers devoted little time to teaching groupwork skills. In general, the implementation of cooperative grouping was found to lack the features recommended in the literature for effective cooperative learning. (Contains 30 references.) (Author/SM)

ED 438 274 SP 039 023

Liu, Jane; Pearson, Darrell
Teachers' Attitude toward Inclusion and Perceived Professional

speech therapy session correlated with the teachers' and speech therapists' ratings of the children's general behavior in class and in speech therapy, respectively. Reliability was examined by determining inter-rater agreement between scores of the scale's author and the researcher by reviewing videotaped samples of preschool children. In addition, reliability was examined by investigating the consistency of the children's behavior across the two varying situations, a speech session, and a general classroom session. Appendices contain the teacher/therapist behavior rating scale, and the ACFS scale. (Contains 4 tables and 42 references.) (Author/SLD)

ED 438 295 TM 030 603

Fishman, Daniel B.
Are We Throwing Away Our Wisdom? Pragmatic Psychology's Argument for Organizing Program Evaluation Studies into Core Knowledge Databases.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Databases; *Evaluation Methods; *Knowledge Level; *Program Evaluation; *Psychology
IDENTIFIERS- *Positivism; *Pragmatism

Individual program evaluation studies have the potential to accumulate of very valuable knowledge and practical wisdom. Drawing on "The Case for Pragmatic Psychology" (D. Fishman, 1999), this paper contends that much of this wisdom is being thrown away because of the positivist paradigm used in determining which knowledge should be archived through publication and which should be discarded. It is suggested that a way of retaining the wisdom of individual evaluation studies is to implement a new "pragmatic psychology" paradigm within which individual program evaluations are documented in peer reviewed, systematic case studies that are electronically published in searchable, cumulative databases. (Contains 12 references.) (SLD)

ED 438 296 TM 030 604

Langan, Dianne; Athanasou, James A.
A Standardised Method for Investigating Learning in Music Therapy. Occasional Paper Number 11.
PUB DATE- 99
NOTE- 27p.; Version of a paper presented at the Professional Development Seminar of the Australian Music Therapy Association (Sydney, New South Wales, Australia, August 1999). For preliminary data on the effect of students' knowledge, interest, and strategies using the model of domain learning, see ED 434 908.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; *Graduate Students; Graduate Study; Higher Education; Knowledge Level; *Learning; *Music Therapy; Recall (Psychology); Student Attitudes; *Test Construction; *Therapists

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Education Majors; Evaluation Methods; *Licensing Examinations (Professions); *Physical Education; Questionnaires; Surveys; *Teacher Certification; *Test Coaching; Validity; Workshops
IDENTIFIERS- *Praxis Series; *Study Groups

The validity and effectiveness of a test preparation program designed to prepare students for the Praxis II Content Examination for teacher certification in physical education were studied. In response to student requests for help, a faculty member at Southern Connecticut State University developed a study program consisting of a set of five seminar and workshop sessions that included a simulated test. Survey data were collected from participants using criteria for the program established, in part, through a literature review. In 1998-99, 18 students participated in the study program, and 16 passed the content examination on their first try, for an 88% pass rate. The pass rate for nonparticipants the same year was 54%, and the pass rate for all test takers from September 1994 through June 1999 was 64%. Findings from the formative committee that prepared the survey and collected the data were reviewed by a summative committee that made some recommendations for program curriculum, continuation, and improvement. Eleven appendixes contain supplemental information, including descriptions of the roles of the formative and summative committees and participant questionnaires. (Contains 28 references.) (SLD)

ED 438 320 TM 030 637

Mee, Jean
Statistical Evaluation of the Effectiveness of a Preparatory Study Program for the Teacher Certification Examination in Physical Education at Southern Connecticut State University. Theory and Methods of Adult Education.
PUB DATE- 00
NOTE- 46p.; Ed.D. Practicum Paper, Nova Southeastern University. For related practicum, see TM 030 636. Appendices may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Education Majors; Evaluation Methods; Licensing Examinations (Professions); *Physical Education; Psychometrics; Surveys; *Teacher Certification; *Test Coaching; Validity; Workshops
IDENTIFIERS- *Praxis Series; *Study Groups

A test preparation program was implemented at Southern Connecticut State University to assist students in passing the Praxis II content examination in physical education. The study program had not been evaluated for effectiveness. A review of the literature provided background information on teacher certification, test-taking skills, test preparation programs, and evaluation methodology. Data were collected on the certification examination scores of 80 teacher preparation program students. Inferential statistical analysis was completed with a chi-square analysis. The 0.5 level of significance and a critical value of 3.84 were used for the chi-square analysis. The value of chi square was 13.058. The alternative hypothesis was supported, and the null hypothesis rejected. Results reveal a statistically significant relationship between participation in the test preparation

Compared with control group youths, CAR youths were significantly less likely to have used gateway and serious drugs, sold drugs, or committed violent crimes. Lessons drawn from program implementation are discussed. (SLD)

ED 438 342 UD 033 300

Snyder, Howard N.
Juvenile Arrests, 1998. Juvenile Justice Bulletin.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Blacks; *Crime; *Juvenile Justice; Urban Youth; *Violence; Whites; Young Adults
IDENTIFIERS- *Arrests

This report provides a summary and analysis of national and state juvenile arrest data in the United States. In 1998, law enforcement agencies made an estimated 2.6 million arrests of persons under age 18. Federal Bureau of Investigations statistics indicate that juveniles account for 18% of all arrests, and 17% of all violent crime arrests in 1998. However, between 1994 and 1998, juvenile arrests for violent crimes fell 19%, compared with a 6% decline for adults. Nevertheless, the number of juvenile arrests for violent crimes was still 15% above the 1989 level. Juvenile arrests disproportionately involved minorities in 1998. Fifty-five percent of juvenile arrests for violent crimes involved white youth, and 42% involved black youth, although only about 15% of the juvenile population is black. Black youths were also, although to a lesser extent, overrepresented in juvenile property arrests. The decline in juvenile arrests is no cause for complacency, since juvenile crime is still far too prevalent. (Contains 19 graphs and 5 tables.) (SLD)

ED 438 343 UD 033 305

Smelser, Neil J., Ed.; Alexander, Jeffrey C., Ed.
Diversity and Its Discontents: Cultural Conflict and Common Ground in Contemporary American Society.
PUB DATE- 99
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Conflict; Cultural Awareness; *Cultural Differences; Democracy; Ideology; Immigration; *Racial Relations; Sex Differences; *Social Influences

Sociologists, political theorists, and social historians explore ideological differences, theoretical disputes, social processes, and institutional change related to cultural conflict and social solidarity in the United States. The essays are: (1) "Introduction: The Ideological Discourses of Cultural Discontent. Paradoxes, Realities, and Alternative Ways of Thinking" (Jeffrey C. Alexander and Neil J. Smelser); (2) "The Culture of Discontent: Democratic Liberalism and the Challenge of Diversity in Late Twentieth-Century America" (Robert Wuthnow); (3) "Cultural Responses to Immigration" (John Higham); (4) "Preserving the Republic by Educating Republicans" (David Tyack); (5) "Racial Issues: Recent Trends in Residential Patterns and Intermarriage" (Reynolds Farley); (6) "Immigration, Opportunity, and Social Cohesion" (Marta Tienda);

This report tells the stories of nine urban elementary schools that served children of color in poor communities and achieved impressive academic results. All of the schools used federal Title I dollars to create Title I schoolwide programs. In these schools, many important change efforts were enhanced through Title I education resources. Though Title I supported the change efforts, however, it was not the catalyst for change. The true catalyst was the strong desire of educators to ensure academic success for all students. Teams of researchers visited the schools to interview campus and district administrators, teachers, parents, and other school personnel. They observed classrooms, hallways, playgrounds, and meetings. They also reviewed school documents and achievement data. Results indicated that the schools were different in important ways. The differences suggest that many urban elementary schools serving poor communities can achieve high levels of student achievement, with successes being achieved through different means. There were also important similarities. The report presents findings and recommendations based on the findings. (SM)

ED 438 363   UD 033 328

Slavin, Robert E.; Madden, Nancy A.
Success for All/Roots & Wings. Summary of Research on Achievement Outcomes.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.; Funding was also provided by New American Schools; Carnegie Corporation of New York; Sandler Family Foundation; Stupski Family Foundation; Charles A. Dana Foundation; Pew Charitable Trusts; and Abell Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Bilingual Students; Elementary Education; Elementary School Students; English (Second Language); High Risk Students; *Mathematics Skills; Program Evaluation; *Reading Ability; *Science Process Skills; Social Studies; Special Education
IDENTIFIERS- *Roots and Wings Program; *Success for All Program

This report examines the current state of research on the achievement outcomes of Success For All, a program built around the idea that every child can and must succeed in the early grades, no matter what this takes. Success For All uses everything known about effective instruction for students at risk to direct all aspects of schooling and classroom organization toward helping prevent academic deficits from appearing at all; seeks and intensively intervenes with any deficits that appear; and provides a rich curriculum so students can build on their firm foundation in basic skills. Success for All is committed to seeing that all children become skilled, strategic, and enthusiastic readers while progressing through elementary school. This review describes research on Roots & Wings, a program that adds to Success For All in mathematics, science, and social studies. Evaluations of many Success For All schools in districts nationwide clearly show that the program increases student reading performance. In every district, Success For All students learned significantly more than matched control students. Significant effects were not seen on every measure at every grade level, but the consistent direction and magnitude of the effects show unequivocal benefits for Success For All students. (Contains 73 summaries of the hierarchical model analyses of achievement and engagement. (Contains 53 tables, 17 figures, and 75 references.) (SLD)

ED 438 381 UD 033 351

Kaufman, Philip; Kwon, Jin Y.; Klein, Steve
Dropout Rates in the United States, 1998. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 00
NOTE- 99p.; For the 1997 report, see ED 431 051. Project officer was Christopher D. Chapman.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Census Figures; Comparative Analysis; *Dropout Rate; *High School Graduates; High School Students; High Schools; Hispanic Americans; *Low Income Groups; National Surveys; *Racial Differences; School Holding Power; Socioeconomic Status; Tables (Data); Urban Youth; White Students

This report, 11th in a series, reports on high school dropout and completion rates. It presents data on rates in 1998 and includes time series data on high school dropout and completion rates for the period 1972 through 1998. The report also examines the characteristics of high school dropouts and high school completers in 1998. About 5 of every 100 young adults enrolled in high school in 1997 left school before October 1998 without successfully completing a high school program. Hispanic students were more likely than white and black students to leave school before completing a high school program. In 1998, young adults living in families with incomes in the lowest 20% of all family incomes were four times as likely to drop out of high school as their peers from families in the top 20% of the income distribution. Status dropout rates represent the proportion of young adults aged 16 through 24 who are out of school and who have not earned a high school diploma. Status dropouts accounted for 11.8% of the young adults aged 16 through 24 in the United States in 1998. Hispanic young adults continue to have higher status dropout rates than do their white or black counterparts. High school completion rates have increased for white and black young adults since the early 1970s, but this has not been true for Hispanic young adults. The percentage of young adults with an alternative high school credential has increased from 4.9% in 1990 to 10.1% in 1998. Three appendixes contain standard error and time series tables, supplemental tables, and technical notes. (Contains 36 tables and 5 figures.) (SLD)

ED 438 382 UD 033 352

Peck, Magda G., Ed.; Fitzgerald, Maureen, Ed.
Lessons Learned, 1997: Profiles of Leading Urban Health Department Initiatives in Maternal and Child Health. Highlights of the CityMatCH Urban Maternal and Child Health Leadership Conference (Atlanta, GA, September 1997).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.

Depression and Friendship Reciprocity: Relation to Congruence in Perception about Positive Friendship Qualities.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999). Research was supported by the Fahs-Beck Foundation and the Graduate College of the University of Illinois at Urbana-Champaign.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; *Children; Comparative Analysis; *Depression (Psychology); Elementary Education; Elementary School Students; *Friendship
IDENTIFIERS- *Quality of Friendship; Relationship Quality; Social Reciprocity

Past research has shown that depression is associated with more accurate, and more negative, perceptions of one's own competence and the competence of significant others. This study examined the social perceptions of depressed versus nondepressed children in the context of their self-reported best friendship. Participating in the study were 360 third- through sixth-graders, with 86 children selected as target children based on high or low scores on the Children's Depression Inventory (CDI). Target children were paired with their self-reported best friend to play games. Using the Friendship Qualities Measure, both partners reported on their enjoyment of the game-playing session and on the positive qualities of the "friendship." Findings indicated that reciprocal friendships were rated more positively by both partners than were nonreciprocal friendships. The target child's depression status was not associated with differences in either partner's assessments of positive friendship qualities. When the relationship was not reciprocal, depression buffered the effects of lack of reciprocity on declining ratings of friendship qualities. Depressed children and their partners had better agreement on their ratings of positive qualities in the relationship than did nondepressed children and their partners. (KB)

ED 438 017 PS 027 560

Goetz, Peggy
A Comparison of Chinese and English-Speaking Children on a Series of Theory of Mind-Related Tasks.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Chinese; *Cognitive Development; *Comparative Analysis; Cultural Differences; English; Foreign Countries; Performance Factors; Perspective Taking; *Preschool Children; Preschool Education
IDENTIFIERS- Appearance Reality Distinction; China (Beijing); False Beliefs; Michigan (Ann Arbor); *Theory of Mind

Theory of mind research focuses on children's understanding of other people's minds, their desires, intentions, and beliefs. Currently, there is much debate as to what is the substrate for children's theory of mind development; socio-cognitive skills, screening results. The hope is that increased public awareness will result in less harm to children in the areas of developmental delays, learning difficulties, and behavioral problems associated with lead poisoning. This document is comprised of the 1997 and 1998 reports. The 1997 issue reports on: (1) highlights of the statistical analysis; (2) at what age children should be screened; (3) effects of lead poisoning; (4) Illinois lead programs; and (5) county summary report of screening results. The 1998 issue reports on: (1) highlights of the statistical analysis; (2) age of housing and income levels; (3) rental housing dilemma; (4) county summary report of screening results; (5) low cost ways to reduce lead hazards at home; and (6) housekeeping tips to reduce lead hazards at home. Both issues conclude with a resource list for further information. (SD)

ED 438 035 PS 028 219

Kindergarten: Authorized Resources Annotated List.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; Curriculum Development; *Educational Resources; Foreign Countries; Instructional Material Evaluation; *Instructional Materials; *Kindergarten; Primary Education; *Resource Materials
IDENTIFIERS- Alberta

This guide contains a comprehensive, annotated resource list intended to assist teachers in selecting resources for the kindergarten classroom. The resources are listed alphabetically under the two main headings: Series and Individual Resources. A listing of suppliers, including regional resource and urban media centers, and a title/series index are included as additional information. All resources are authorized by the Minister of Alberta Education to meet the criteria for acceptability, which include: (1) curriculum fit and instructional design; (2) tolerance and understanding; (3) developmental appropriateness; (4) physical properties; (5) cost; and (6) Canadian content. Resources are included in the areas of: (1) language arts; (2) mathematics; (3) community and environmental awareness; (4) personal and social responsibility; (5) physical skills and well-being; and (6) creative and cultural expression. (SD)

ED 438 036 PS 028 220

McCormack, Patricia
Fostering Student Self-Esteem in the Catholic Elementary School.
PUB DATE- 99
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Elementary Education; *Elementary School Students; Elementary School Teachers; Inservice Teacher Education; Personal Autonomy; Psychological Needs; Religious Education; Self Concept; *Self Esteem; Student Needs; Teacher Behavior; *Teacher Influence; Teacher Role; Teacher Student Relationship; *Teacher Workshops;

classroom. Findings included: (1) younger children tended to follow their own separate planning activities, while older children participated more in group planning; (2) space transformation and creation of multiple alternative solutions were usually first achieved by some of the children before becoming a kind of conquest by the whole group; (3) time spent completing a task varied from group to group and was dependent on the interest the activity presented for the children; (4) children in both free and participatory activities arranged or rearranged space according to their personal needs and aesthetic preferences; these preferences were expressed as pleasure in what they had achieved; and (5) a variety of forms of cooperation and mutual help were observed among children. (Includes a brief description of a planned follow-up study. Contains approximately 30 references.) (EV)

ED 438 054 PS 028 253

Winter, Suzanne M.
The Early Childhood Inclusion Model: A Program for All Children.
PUB DATE- 99
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Cooperation; Curriculum; *Disabilities; *Diversity (Student); *Early Childhood Education; Educational History; Educational Policy; *Inclusive Schools; Mainstreaming; Models; Preschool Curriculum; Program Descriptions; Staff Development; Student Evaluation; Teacher Role; Teaching Methods; Young Children

Noting that the provision of early childhood education (ECE) services to linguistically and culturally diverse groups of children representing a wide range of abilities and income levels requires the scrutiny of current systems and practices, this book proposes a new paradigm of early childhood education, the Early Childhood Inclusion (ECI) Model, that promotes the design of programs that are inclusive of all children. Chapter 1 of the book summarizes background information on inclusion, outlines the historical context for the model, and offers a rationale for adopting a comprehensive definition of inclusion in ECE. Chapter 2 describes the characteristics, goals, theoretical foundations, and major components of the ECI Model. Chapter 3 describes the socio-organizational contexts that teachers using the ECI strive to implement. Chapter 4 emphasizes the creation of personalized learning environments that afford teachers the flexibility to match their teaching strategies to individual learning styles and abilities. Chapter 5 includes discussions on accommodating each child through an assessment-driven instructional planning cycle and by using alternative assessment. Chapter 6 details instructional strategies, focusing on the teacher as a mediator of children's learning environments. Chapter 7 concludes the book by proposing future directions for policy development, personnel preparation, and research to advance and solidify the inclusion movement in ECE. Each chapter contains references. (KB)

ED 438 055 PS 028 255

Promoting Quality in Early Care and Education: Issues for Schools. Education Finance and Economics. NEA Research Working and school year. Chapter 6 focuses on the personal intelligences. Chapter 7 addresses the changes that take place as MI is being implemented. Chapter 8 looks at leading faculty and offers steps that can be taken to help teachers grow. Chapter 9 speculates on the future of MI and how it might be implemented over the next decade. The book's four appendices include an MI inventory and a sample progress report. Contains 35 references. (KB)

ED 438 072 PS 028 273

Moore, Kristin Anderson, Comp.; Papillo, Angela Romano, Comp.; Williams, Stephanie, Comp.; Jager, Justin, Comp.; Jones, Fanette, Comp.
Teen Birth Rate. CTS Facts at a Glance.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 8p.; For the 1996 report on teen birth rate, see ED 396 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Abortions; *Adolescents; Births to Single Women; Contraception; *Early Parenthood; Pregnancy; Sexuality; *Social Indicators; State Norms; Tables (Data); Youth Problems
IDENTIFIERS- Sexually Transmitted Diseases

This fact sheet presents several data tables related to teen pregnancy, birth rates, abortion, contraceptive use, and sexually transmitted diseases. The data reveal that during the 1990s, rates of teen childbearing have declined, returning to the levels reached in the mid-1980s. Declines come from a lower proportion of teens having sex and a greater use of contraception, rather than from increased abortions. The decline in the teen birth rate has been largest among younger teens, black teens, and teens who have already had a baby. Specifically, data indicate that since 1991 the birth rate has declined 21 percent among adolescents ages 15-17, compared to 13 percent among older teens ages 18-19. Also, the birth rate per 1,000 females ages 15-19 has declined 26 percent among blacks, compared with 19 percent among non-Hispanic whites and 12 percent among Hispanics. The rate of second births has declined 21 percent among teens who have already had a baby, compared with 10 percent among childless teens. The rate has declined 21 percent among married teens, compared with 6 percent among unmarried teens. Nevertheless, rates among married teens and among teens who have had a first birth are much higher than among other teens. Variation across the states continues to be enormous. Although rates have declined in all states, four still have rates of 70 births or higher per 1,000 females aged 15-19: Arizona, Arkansas, Mississippi, and Texas. (EV)

ED 438 073 PS 028 274

Bridgman, Anne
The Health Behaviors of American Parents: Implications for Children. Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 99
NOTE- 5p.; This summarizes a larger report: Nicholas Zill. Washington, DC, Child Trends. Setting an Example: The Health, Medical Care, and Health-Related Behavior of American Parents, 1999, available from Child Trends.
LANGUAGE- English

reliable, affordable, and high-quality care arrangements. The report also makes recommendations to help ensure affordable, accessible, quality child care, and to ensure employer support and consumer education. The report concludes with a statement of principles regarding children's entitlement to quality child care, families' entitlement to affordable child care, the need for additional child care spaces, the need for a livable wage with incentives for professional development for child care workers, the needs for school-age care, the potential role of the business community, and the necessity for government, industry, educators, nonprofit organizations, and parents to commit to a partnership to improve child care options for all families. (KB)

ED 438 091 PS 028 296

Child Care Center Licensing Study, 2000.
PUB DATE- 00
NOTE- 274p.; For 1999 study, see ED 429 678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Compliance (Legal); *Day Care; *Day Care Centers; Early Childhood Education; Educational Legislation; State Legislation; *State Regulation; *State Standards
IDENTIFIERS- Childrens Foundation DC; Day Care Licensing; *Day Care Regulations; District of Columbia; Licensed Programs; Puerto Rico; *Regulatory Agencies; Regulatory Evaluation; State Policy; Virgin Islands

This report is an update of information initially compiled in 1991 through a survey of the child care regulatory offices of the 50 United States, the District of Columbia, Puerto Rico, and the Virgin Islands. The report begins with an introduction, definition of terms, and a question and answer summary. The bulk of the report is organized in alphabetical order by state or territory, and contains the licensing and regulatory data for each entity in the following 30 categories: (1) number and definition of regulatory programs; (2) requirements; (3) regulations; (4) unannounced inspection policy; (5) complaint procedure; (6) staff qualifications; (7) staff prescreening; (8) staff training; (9) child documentation policy; (10) child immunization policy; (11) discipline policy; (12) emergency medical consent policy; (13) environmental policy; (14) medication policy; (15) national life safety fire code; (16) playground policy; (17) regulatory process subcontracting policy; (18) smoking policy; (19) swimming pool policy; (20) transportation policy; (21) drop-in child care; (22) infant care programs; (23) overnight care programs; (24) programs for children with disabilities; (25) school age care programs; (26) sick child care programs; (27) subsidized programs; (28) reporting child abuse and neglect; (29) local contacts; and (30) new or pending legislation. (KB)

ED 438 092 PS 028 298

Varma, Anita; Schertz, Mary
Taking the Next Steps Together: Transition for Children Birth through Age Eight in Iowa.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

parent's education, religion, and employment; and place of residence (rural or urban) on child labor and participation in school. About 28 percent of children ages 7-14 in Ghana were involved in child labor. Child labor had a direct impact on school participation. During 1992 one of every three girls and one of every three boys did not attend school in urban Ghana, while 37 percent of girls and 28 percent of boys did not attend school in rural areas. However, of the 28 percent of children involved in child labor, more than two-thirds were involved in school. The majority of child labor in Africa, and especially in Ghana, is unpaid work and takes place in family agricultural enterprises. Data indicate that 90 percent of children in Ghana between the ages of 7-14 were involved in household chores. The study did not demonstrate that poverty is the main culprit in child labor; in contrast, poverty did affect the decision to school. The high cost of schooling and the low quality and weak relevance of education have pushed many children into work. Among family characteristics, father's education had a significant negative effect on child labor, particularly for girls. Increasing demand for schooling is an effective way of reducing child labor and ensuring that Ghana's human capital is stabilized. Appendices include definitions and descriptive statistics of variables. (Contains 31 references and 19 data tables and figures.) (LP)

ED 438 110 RC 022 204

Nelson, Margaret K.; Smith, Joan
Working Hard and Making Do: Surviving in Small Town America.
PUB DATE- 99
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Economic Change; Economic Factors; *Employment Patterns; Family Life; *Family Work Relationship; *Labor Market; Qualitative Research; *Rural Areas; Rural Development; *Rural Economics; Rural Family; Rural Sociology; Sex Differences; Sex Role; Underemployment; Wages; Work Attitudes
IDENTIFIERS- Dual Labor Market Theory; Self Sufficiency; *Vermont

This book reports on the effects of economic restructuring on the livelihood of working families in a rural Vermont county. Specifically, a study investigated family strategies to ensure and enhance daily survival including gainful employment (informal and formal), moonlighting, self-provisioning efforts, and non-monetary exchanges with other households. The study is based on in-depth interviews with 117 individuals in 81 households and a random telephone survey of 158 households. Chapter 1 describes local economic restructuring that resulted in the replacement of good jobs with less desirable jobs that failed to offer decent wages, permanent work, or secure benefits. County demographic data illustrate specific changes in the labor force and employment opportunities. Chapter 2 compares the survival strategies of two different sets of county households: those in which at least one member managed to find and hold onto "good work" and those in which household members were all involved in "bad work." Although education was clearly significant in the acquisition of some good jobs, it did not ensure that workers would hold onto good jobs. Chapters 3-4 focus on income-producing activities (the dual-earner strategy, moonlighting) of the two households, as well as non-income activities that helped meet household needs (self-provisioning, nonmonetary household exchanges). Chapters 5-6 explore how different survival strategies gave rise to gender and expenditures through fiscal year 2004 and found that these trends are expected to continue over the next decade. Overall, Kentucky's revenues will not grow fast enough to maintain the current level of services, if current trends continue. Also, Kentucky's rainy day fund is not well protected. Kentucky should take stronger measures to ensure that the budget reserve fund is adequately funded and protected, continue to search for new ways to cut costs and improve efficiency, ensure that the tax structure provides adequate revenues for state programs, and diligently search for opportunities to improve its investment in the future through education. (Contains two figures depicting projected spending versus revenues from 1994 through 2004, and baseline expenditure projections in six areas.) (TD)

ED 438 128 RC 022 256

Howley-Rowe, Caitlin
Evaluation of Quest Scholars Colloquium, July 1999.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Collegiality; Elementary Secondary Education; *Improvement Programs; *Meetings; *Networks; Participant Observation; Participatory Research; Program Evaluation
IDENTIFIERS- *Collaborative Writing; Continuous Improvement; Learning Communities; *QUEST Program

Based upon principles of inquiry, collaboration, and action research, the Quest project supports and investigates ongoing school improvement efforts in a four-state region (Kentucky, West Virginia, Tennessee, and Virginia). Since 1996, Quest activities have included biannual conferences and summer symposia for school improvement teams, a Scholars program, visits to participating schools, communication via listserv and mailings, and creation of a network of Quest schools. This report describes and assesses the second Scholars colloquium, held in July 1999 at Mountain Lake Resort, Virginia. The colloquium's primary purpose was for Quest staff and Scholars to collaborate in evaluating and writing about the project, ultimately contributing pieces to a book about the Quest network. The 12 Scholars in attendance included 6 principals, 3 teachers, 2 parents, and 1 speech pathologist. Activities during the 4 days of the colloquium are described in detail. These activities were intended to "prime the pump" of creativity and facilitate the collaborative writing process. The colloquium was evaluated in terms of the six Quest goals: connecting with colleagues, creating a learning community, connecting with concepts related to continuous school improvement, creating personal and shared meaning, and committing to continue learning with the Quest community and back home. All goals were achieved quite well. Appendices include the Quest framework of continuous improvement and evaluation forms. (Contains 20 references.) (SV)

ED 438 129 RC 022 257

Benson, Chris, Ed.
Teaching with Technology.
PUB DATE- 99
NOTE- 36p.; Theme issue. Published twice a year.

a means for developing and evaluating a school violence prevention program aimed at reducing racism and social isolation of Native students in two predominantly White schools in British Columbia. The initial stage of the project involves input from Native parents, community leaders, and school staff to clarify strengths and sources of conflict between the Band, the school, and the larger community. The information and insights collected will be shared with these groups to improve communication and interaction. Without some attempts to build links among these groups, school violence prevention programs are unlikely to be effective. The results of the work with the adults will determine specific program recommendations to schools. Program evaluation will include analysis of incidents of school aggression or violence involving Native children as perpetrators or victims; interviews of parents, school staff, community leaders, and selected Native and non-Native students; review of school suspensions of Native children before and after the interventions; and school involvement of Native parents. During the first meeting, Native leaders suggested using drama or role-play in the project because of its congruency with traditional storytelling as a tool for conflict resolution. (LP)

ED 438 146 RC 022 280

Zuk, Bill; Dalton, Robert
Yet Sun Heywa: Developing a First Nations Art Website.
PUB DATE- 97
NOTE- 10p.; In: Connections '97. Proceedings of a Faculty Conference (3rd, Victoria, British Columbia, May 1997); see RC 022 275.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; Art Education; Art Products; *Canada Natives; Cultural Education; *Cultural Maintenance; Elementary Secondary Education; Foreign Countries; Higher Education; *Material Culture; Museums; *Optical Data Disks; World Wide Web
IDENTIFIERS- British Columbia; *Silk Screen Printing; University of Victoria BC; *Web Sites

The University of Victoria Maltwood Museum and Art Gallery (British Columbia) recently acquired a collection of 2,000 limited edition silkscreen prints that documents the development of the Aboriginal print medium from the 1950s to the present. Master artists from all six major linguistic and cultural First Nations coastal groups of British Columbia are represented: Tlingit, Haida, Tsimshian, Kwakiutl, Nuuchah-nulth, and Salish. The collection contains artist biographies and statements, historical photographs, as well as video clips and interviews with artists. To make the collection more accessible, an interactive Internet Web site and CD-ROM were designed to be used by educational institutions and public schools. Many First Nations schools in British Columbia are developing culturally based curricula that make use of electronic technologies to enhance the instructional process. As part of the Web site project, local undergraduate students conducted ethnographic interviews to elicit information about the works from the artists who created them and from knowledgeable elders. The artists and elders identified which aspects of the work were traditional and which were innovative. The idea of a journey provides structure for the Web site and book is divided into six parts which include: (1) "The Design of Infusion Lessons"; (2) "Skillfully Engaging in Complex Thinking Tasks"; (3) "Skills at Clarifying Ideas: Thinking for Understanding"; (4) "Skills at Generating Ideas: Creative Thinking"; (5) "Skills at Assessing the Reasonableness of Ideas: Critical Thinking"; and (6) "Designing and Teaching Infusion Lessons". (WRM)

ED 438 168 SE 063 167

Holley, Dennis
Sciencewise: Discovering Scientific Process through Problem Solving. Book 3.
PUB DATE- 99
NOTE- 162p.; For books 1 and 2, see ED 401 151-152. Illustrated by Ellisa C. Holder.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; *Creative Thinking; *Critical Thinking; *Demonstrations (Science); *Science Activities; *Science Instruction; *Science Process Skills; Secondary Education; Skill Development; Teaching Methods

This science activity book, for grades 8-12, can be used to teach students the thinking skills they will need to undertake scientific exploration on their own. The skills they develop will improve their science abilities and enhance their overall academic performance. This book is divided into two sections: (1) "Dynamo Demos", teacher-led demonstration and discussion activities that teach students scientific process skills; and (2) "Creative Challenges" in which students use a combination of solution-generation and trial-and-error to design and develop their own experiments to solve a specific problem. (WRM)

ED 438 169 SE 063 168

Seckinger, Don; Mitchell, Rick; Lemire, Dave
The Use of Educational Simulation and Gaming To Improve Mathematics Teaching.
PUB DATE- 89
NOTE- 20p.; Paper presented at the Northern Rocky Mountain Educational Research Association Conference (Jackson, WY, October 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Games; *Educational Philosophy; Elementary Secondary Education; Learning Theories; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- Dewey (John)

This paper advocates the deliberate and consistent use of educational simulations and games as one way of improving mathematics instruction. Dewey's philosophy to rationalize using simulations and games in mathematics classes is discussed. A drill and practice type of mathematical simulation game called Mathardy is illustrated. It is concluded that better teaching of mathematics through the use of educational simulations has serious potential to improve both students' attitudes toward mathematics and their actual achievement. (Contains 14 references.) (ASK) responsibility in the classroom while simultaneously handling disruptive behavior simply and easily. The strategy that is considered will aid in establishing and maintaining a non-coercive, trusting environment, the first requirement of a quality classroom. Following the introduction, the fastback presents a section on "Theory and Clarifications" (subdivided into Curriculum, Instruction, Classroom Management, and Discipline; Guidance and Counseling; and Developing Students' Social Skills) and a section on "The Social Development Program" (subdivided into Vocabulary and Concepts; Teaching the Concepts; Checking for Understanding; Using Guided Choices; and Self-Diagnostic Referral). The fastback's "Conclusion" enumerates the ways in which the strategy used in this social development program differs from other approaches. Contains a 35-item resource list. (BT)

ED 438 193 SO 030 686

Zimmer, Judith A.
Let's Say: "We Can Work It Out!" Problem Solving through Mediation, Ages 8-13.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 98
NOTE- 86p.; For an earlier version of this manual, see ED 377 136. With contributions by Linda Barnes-Robinson and Sue Jeweler.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Conflict Resolution; Elementary Education; Instructional Materials; Interpersonal Competence; Problem Solving; *Social Cognition; Social Development; *Social Studies

This manual is designed to introduce problem-solving and conflict resolution skills to 8-13 year old students. Following an introductory section, eight lesson plans are given. The first three lessons present basic skills of conflict management. Lessons four through eight focus on the steps in the mediation process. Each lesson includes suggestions for linking the skills being presented with everyday experiences. The last section provides 12 scenarios that encourage students to practice roles as disputants, mediators, and observers. The lessons are: (1) "What Is the Difference between Mediation and Taking a Case to Court?"; (2) "What Is Active Listening?"; (3) "How Do You Generate Options When Faced with a Conflict?"; (4) "What Is the Mediation Process?"; (5) "Introduction to the Case"; (6) "Disputant and Mediator Preparation"; (7) "The Mock Mediation"; and (8) "Debriefing the Mock Mediation." The manual contains reproducible handouts and student worksheets, and concludes with a glossary. (MM)

ED 438 194 SO 030 688

Vinson, Kevin D.
National Curriculum Standards and Social Studies Education: Dewey, Freire, Foucault, and the Construction of a Radical Critique.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (78th, Anaheim, CA, November 20-22, 1998).
LANGUAGE- English

of Human Rights.
PUB DATE- 98
NOTE- 160p.; Contributors are: Marna Anderson, Sushanna Ellington, Nancy Flowers, Sherry Kempt, Karen Kroco, Martha Melinski, Patric Manson, Kristi Rudelius-Palmer, Janet Schmidt and David Shimon. A contribution to the United Nations Decade for Human Rights Education, 1995-2004. For other items published for this decade's effort, see SO 031 290-291.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Civil Liberties; Classroom Techniques; Elementary Secondary Education; Global Approach; *Social Action; Social Studies
IDENTIFIERS- United Nations; *Universal Declaration of Human Rights

Although December 10, 1998, marked the 50th anniversary of the United Nations' Universal Declaration of Human Rights (UDHR), most people living in the United States remain unaware of this document, the foundation stone of all human rights. Intended for use by both community groups and teachers in elementary and secondary schools, this educational resource addresses that lack of knowledge by providing background information, ideas for taking action, and interactive exercises to help people learn about the human rights guaranteed in the UDHR. The resource constitutes a "starter kit" for human rights education: background information on human rights history, principles, and issues; strategies for teaching human rights; 15 activities for a wide variety of age groups from kindergarten through adult groups; and essential human rights documents. Following an introduction, the resource is divided into the following sections: (1) "Human Rights Fundamentals"; (2) "The Right to Know Your Rights"; (3) "Activities"; (4) "Taking Action for Human Rights"; and (5) "Appendices." (BT)

ED 438 214 SO 031 290

Shiman, David A.
Economic and Social Justice: A Human Rights Perspective. Human Rights Education Series, Topic Book 1.
PUB DATE- 99
NOTE- 125p.; A contribution to the United Nations Decade for Human Rights Education, 1995-2004. For Topic Book 2, see SO 031 291.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Civil Liberties; *Economic Factors; Elementary Secondary Education; Global Approach; *Political Issues; Primary Sources; *Social Problems; Social Studies
IDENTIFIERS- *Social Justice; United Nations; United States Constitution; Universal Declaration of Human Rights

On December 10, 1998, the world celebrated the 50th anniversary of the United Nations' Universal Declaration of Human Rights (UDHR). The U.S. Constitution possesses many of the political and civil rights articulated in the UDHR. The UDHR, however, goes further than the U.S. Constitution, including many social and economic rights as well. This book addresses the social and economic rights found in Articles 16 and 22 through 27 of the UDHR that are generally not recognized as human rights in the United States. The book begins with a brief history of

Fulbright Hays Seminars Abroad Program; Mexico; Spain

A rich artistic tradition developed in Mexico hundreds of years prior to the arrival of the Spanish. The indigenous people of Mexico created beautiful works of art that reflected their religious beliefs. Then the Spanish Conquest and colonization during the 1500s introduced Spanish beliefs and traditions to the region. This curriculum unit explores the new artistic traditions that evolved with the convergence of cultures as reflected in art, architecture, music, cuisine, and many aspects of daily "Mestizo" life today. The lessons can be taught as a single unit, or sections can be used when teaching the history of Mexico in a chronological manner. Lessons in the unit rely on the use of photographs and postcards that have been made into color overhead transparencies, as well as slides. The unit lists four goals for students to achieve and suggests class activities and the format for questioning students about the material can vary from day to day. Geared for students in grades 9 or 10, the unit begins with the pre-Columbian period, proceeds through the colonial period, and concludes with 20th century art. Contains extensive illustrations. (BT)

ED 438 234 SO 031 434

Barberena, Gretchen
Michoacan: The Region and Its People. A Unit of Study for Grades 2 & 3. Fulbright-Hays Summer Seminars Abroad, 1999 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 25p.; Accompanying slides are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; Area Studies; *Fine Arts; Foreign Countries; *Geography; Grade 2; Grade 3; Latin American Culture; Material Culture; Primary Education; *Regional Characteristics; *Social Studies
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Mexico (Michoacan)

This curriculum unit, intended to be used with students in grades 2 and 3, focuses on the Mexican state of Michoacan. Lesson 1 first gives students an overview of Mexico. Lesson 2 provides an introduction to a Michoacan archeological dig, while lesson 3 focuses on the geography of Michoacan. Lesson 4 discusses Purepecha weaving. Lesson 5 presents the music and dance of Michoacan. Each lesson in the unit contains educational objectives, a time frame, materials needed, daily procedures, evaluation criteria and illustrations or slides to reinforce the text. (BT)

ED 438 235 SO 031 435

Larson, Pamela A.
The Olmec Civilization: A Unit for Spanish I. Fulbright-Hays Summer Seminars Abroad, 1999 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ideas; and reflecting and being thoughtful when making choices in practice. It offers thoughts from the study group teachers on each of the topics. By participating in these study groups, teachers reported that they built support networks, engaged in meaningful dialogue, learned more about themselves as teachers, reflected upon their understanding of learning, used this understanding to make better decisions about teaching, and improved student learning. (Contains 10 references.) (SM)

ED 438 254   SP 038 998

Teacher Preparation.
PUB DATE- 99
NOTE- 59p.; Prepared for the Office of the Provost, Rockefeller Institute of Government.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alternative Teacher Certification; College Role; Educational Change; Educational Policy; Elementary Secondary Education; Higher Education; Masters Degrees; *Preservice Teacher Education; Teacher Supply and Demand; Teachers
IDENTIFIERS- Reform Efforts; Reform Strategies; *State University of New York

This report is about teacher preparation at the State University of New York. It is intended to inform discussion about issues that campuses and the system as a whole are confronting or will need to confront. The report is based on interviews with officials in teacher preparation programs and in the State Education Department; background research conducted by teacher education researchers; data and documents from the State Education Department and State University's System Administration Office; and many external documents and data sources describing teacher preparation, teachers, and teacher preparation programs. The report begins by describing the State University role in teacher preparation. Next, it discusses the current policy environment and issues under debate, and it describes new regulations adopted by the State Board of Regents. It provides a walk-through of teacher preparation at the State University, describing what students do in teacher preparation programs. It ends with issues and options that the University believes the Provost's Office should explore in greater depth. Two appendixes focus on New York teacher preparation and certification requirements and teacher supply and demand in New York. (Contains 23 references.) (SM)

ED 438 255   SP 039 000

Hassel, Emily
Professional Development: Learning from the Best. A Toolkit for Schools and Districts Based on the National Awards Program for Model Professional Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Faculty

Needs for an Inclusive Classroom.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; Curriculum Development; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; Special Education Teachers; Teacher Attitudes; *Teacher Collaboration

This study examined inservice teachers' attitudes toward inclusion, surveying teachers' perceptions of their professional competence in working with special education students and in collaborating to plan and implement instructional programs. Professional training needs were also identified. Teachers from 90 schools in southeastern Alabama completed questionnaires. Graduate students (most of whom were inservice teachers) from one teacher training institution also completed questionnaires. Many schools where the study occurred were implementing inclusion at the same level. Nearly 60 percent of respondents had a negative attitude toward full inclusive education; only 27 percent agreed with inclusion. Over half perceived inclusion as a practice that only benefited special education students socially and did not produce a positive classroom learning climate. Perceptions differed between special and general educators, with special educators being more positive about the benefits of inclusion for students with disabilities and more interested in learning about collaborative teaching. Differences in attitude were evident by gender, teaching experience, and grade level. Barriers to inclusion included time constraints due to large class size, negative attitudes, inadequate training to handle inclusion, and lack of teacher collaboration. The most needed area of training was collaborative practice between special and general educators. (Contains 26 references.) (SM)

ED 438 275 SP 039 025

Bucher, Richard D.
Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities.
PUB DATE- 00
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- College Students; *Communication Skills; Computer Uses in Education; Conflict Resolution; *Consciousness Raising; *Cultural Differences; *Cultural Pluralism; Diversity (Faculty); Diversity (Student); Ethnocentrism; Higher Education; *Multicultural Education; *Social Bias; Social Discrimination; Stereotypes; Teamwork
IDENTIFIERS- Barriers to Participation; *Diversity (Groups)

This book examines the relationship between a person's success and his or her ability to understand, respect, and value diversity. It also explores how people can develop diversity consciousness. Chapter 1, "Diversity: An Overview," discusses the changing cultural landscape, dimensions of diversity, diversity between and within groups, diversity myths, diversity consciousness, and diversity education. Chapter 2, "Diversity Skills and Success," examines definitions of success, sociocultural theory, the importance of diversity skills, and the costs of inadequate diversity skills. Chapter 3, "Personal

IDENTIFIERS- *Domain Knowledge

This paper outlines a method for professional assessment of music therapy students' learning and recall. The purpose of the assessment is to examine the Model of Domain Learning (P. Alexander, 1997) within an Australian context and to provide a professional assessment for application within music therapy education. Despite the music therapy specific content, the assessment is applicable to students of other disciplines. It is also applicable to students for the purpose of investigating learning in terms of subject domain, recall, and interests. The assessment examines learners' individual recall abilities against their strategy use and interests. Within the Model of Domain Learning, three longer-term experience-based states are proposed: acclimation, competence, and expertise. Each of these stages is further divided into short-term stages. The assessment contains a domain knowledge test based on the music therapy postgraduate class, an individual interest measure, and a recall test. The assessment used in the study is attached. (Contains 12 references.) (SLD)

ED 438 297 TM 030 605

Morris, Michael; Jacobs, Lynette
You Got a Problem with That? Exploring Evaluators' Disagreements about Ethics.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethics; *Evaluation Methods; Evaluation Utilization; *Evaluators; Moral Values

Research has suggested that evaluators vary in the extent to which they interpret the challenges they face in ethical terms. The question of what accounts for these differences was explored through a survey completed by 391 individuals listed in the database of the American Evaluation Association. The first section of the questionnaire presented scenarios of evaluators in situations with potential ethical issues and asked respondents to rate the evaluator's actions. The second section asked respondents to rate the usefulness of four role-oriented labels--consultant, scientist, reporter, and facilitator--for describing the work that evaluators do. The third section asked for demographic data about the respondents. The most striking finding related to the scenarios was the lack of consensus that characterized respondents' judgments of whether each hypothetical evaluator had behaved ethically. It was possible to identify subgroups of responses, and it was apparent that respondents in private business and consulting were most likely to criticize the evaluator's behavior on ethical grounds. Respondents' judgments about ethics were related only to their view of the consultant role; the more useful that role was perceived to be, the less likely the respondent was to view the evaluator's actions as ethically problematic. Although there was little agreement in respondents' views, the more information the respondents had, the more likely they were to agree on what the evaluator was ethically obliged to do. An appendix describes the scenarios. (Contains 10 tables and 17 references.) (SLD)

ED 438 298 TM 030 606

study program and success in passing the certification examination. It is concluded that, based on the statistical analysis, the study program is effective in improving the pass rate on the certification examination. Potential benefits to the university were identified. Three appendixes contain descriptions of the physical education test and its content and the test preparation study outline. (Contains 30 references.) (SLD)

ED 438 321 TM 030 638

Klemmer, Cynthia Davis
Stepwise Descriptive or Predictive Discriminant Analysis: Don't Even Think about Using It!
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discriminant Analysis
IDENTIFIERS- Descriptive Discriminant Analysis; Predictive Discriminant Analysis; *Stepwise Regression

C. Huberty (1994) recently noted that "It is quite common to find the use of 'stepwise analyses' reported in empirically based journal articles." Stepwise methods are used (incorrectly) by some researchers either to select variables to retain for further analyses or to evaluate the relative importance of various variables. Of course, stepwise methods have been shown not to be useful for either purpose (B. Thompson, 1995, 1999). Various authors have presented scathing indictments of many of these applications (C. Huberty, 1989; P. Snyder, 1991; B. Thompson, 1989). This paper explains the three major problems with stepwise applications in the context of discriminant function analysis. The paper considers both descriptive discriminate analysis and predictive discriminant analysis, noting that these are two very different applications (C. Huberty, 1994, and B. Thompson, 1995). It is suggested that stepwise methods not be used in multi-variate statistics. (Contains 20 references.) (Author/SLD)

ED 438 322 TM 030 639

Altman, Dan
A Review of Experimentwise Type I Error: Implications for Univariate Post Hoc and for Multivariate Testing.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Multivariate Analysis
IDENTIFIERS- *Experimentwise Error; Type I Errors; Univariate Analysis

(7) "Family Change and Family Diversity" (Frank Furstenberg, Jr.); (8) "Contesting the Moral Boundaries of Eros: A Perspective on the Cultural Politics of Sexuality in the Late-Twentieth-Century United States" (Steven Seidman); (9) "Multiple Markets: Multiple Cultures" (Vivianna A. Zelizer); (10) "Uncommon Values, Diversity, and Conflict in City Life" (Claude S. Fischer); (11) "Changes in the Civic Role of Religion" (R. Stephen Warner); (12) "National Culture and Communities of Descent" (David A. Hollinger); (13) "Does Voluntary Association Make Democracy Work?" (Jean L. Cohen); and (14) "Civil Society and the Politics of Identity and Difference in a Global Context" (Seyla Benhabib). Each essay contains references. (SLD)

ED 438 344 UD 033 306

Juvenile Justice Reform Initiatives in the States: 1994-1996. Program Report.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 97
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Child Welfare; *Delinquency; *Juvenile Justice; Laws; *State Programs; Young Adults; Youth Problems
IDENTIFIERS- *Reform Efforts

This overview of recent state juvenile justice reform measures and identifies issues and trends associated with state juvenile reform initiatives. The report explains some of the more punitive measures, such as new criminal court transfer authority and expanded juvenile court sentencing options. Many states have balanced these steps with enhanced resources and new programs designed to interrupt the development of youth violence and victimization. This document includes selected case studies of the implementation of such balanced initiatives in four states: (1) Colorado; (2) Connecticut; (3) Ohio; and (4) Oregon. Each case study describes the elements of the state's reform initiatives and the catalysts for change. A final chapter summarizes the juvenile justice reform trends in general terms and makes recommendations based on state experiences. (SLD)

ED 438 345 UD 033 309

Sorenson, Elaine; Zibman, Chava
To What Extent Do Children Benefit from Child Support? Discussion Papers. Assessing the New Federalism.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Weingart Foundation, Los Angeles, CA.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Commonwealth Fund, New York, NY.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 35p.; Additional support from the the Charles Stewart Mott Foundation, the Stuart Foundation, and The Fund for New Jersey.

references.) (Author/SM)

ED 438 364 UD 033 329

Polite, Vernon C.
An Effective Professional Development Policy for Urban Principals: Reflective Thinking into Practice.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (84th, San Antonio, TX, February 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Behavior; *Administrator Effectiveness; *Educational Change; Inservice Teacher Education; Leadership; Middle Schools; *Principals; *Professional Development
IDENTIFIERS- *Job Shadowing; *Reflective Practice; Reflective Thinking

The Edna McConnell Clark Foundation, under the direction of the National Association of Secondary School Principals, agreed to implement a professional development policy tailored to the needs of 19 participating principals their and respective urban schools in Jefferson County, Kentucky. Following an intensive job shadowing program during the 1997-98 school year, each principal was asked to identify one administrative or leadership practice that would serve as a target for reflective thinking and positive change during the 1998-99 academic year. Working closely with a consulting coach assigned to the project, the principals were guided through a multi-step, reflective practice model designed to being about reform at their individual school sites. This article reports on the implementation of the reflective practice program. The study demonstrated the value of shadowing encounters and reflective practice exercises as tools to facilitate technical, interpretive, and critical levels of reflection among the principals. Principals unanimously attested to the benefits of reflective practice. (Contains 25 references.) (Author/SM)

ED 438 365 UD 033 330

Rust, Bill
Juvenile Jailhouse Rocked: Reforming Detention in Chicago, Portland, and Sacramento.
PUB DATE- 99
NOTE- 17p.; Reprint of an article from AdvoCasey, v1 n3 Fall/Winter 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Adolescents; Cooperative Planning; *Delinquency; *Juvenile Justice; Minority Groups; Urban Areas; *Youth Problems
IDENTIFIERS- African Americans; California (Sacramento County); Illinois (Cook County); *Incarcerated Youth; *Juvenile Crime; Oregon

In 1992, the Annie E. Casey Foundation launched the Juvenile Detention Alternatives Initiative (JDAI), which sought to demonstrate that communities could improve their detention

PUB TYPE- Collected Works - General (020),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Medical Services; Profiles; *Program Descriptions; Urban Areas; *Urban Youth
IDENTIFIERS- *Maternal and Child Health Services

This compendium of current practices contains descriptions of urban maternal and child health (MCH) programs. Many of the programs profiled have not been evaluated formally, but the profiles provide a starting point for examining what really works in MCH programs. Most of the 92 profiles are about improving access to care for urban children and families (60 programs, or 72% of profiles) or about strengthening urban public health systems for MCH (55 programs, 66% of the profiles). Five broad themes emerge from this group of profiles: (1) the importance of collaboration in community change; (2) understanding effective action; (3) building on community assets; (4) making joint investments in building human resources capacity; and (5) the importance of quality of service and information dissemination. Each profile describes the program, the obstacles it faced, and the lessons learned. Profiles are indexed by type of initiative and by essential MCH functions performed. Appendixes list CityMatCH membership and publications. (SLD)

ED 438 383 UD 033 353

Spriggs, William, Ed.
The State of Black America, 1999: The Impact of Color-Consciousness in the United States.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Affirmative Action; *Blacks; Economic Factors; Elementary Secondary Education; Foreign Countries; *Racial Attitudes; Urban Problems
IDENTIFIERS- *African Americans; Europe

The economic state of black America has never been healthier, yet persistent racial gaps leave African American unemployment at levels more typical of recession for whites in the United States. By challenging the predominant use of race, this compilation refocuses attention on the effects of discrimination and on the lost term "institutional racism." In so doing, it helps maintain the defense of affirmative action. These essays reinforce the position that race is not a biological category but a social category, one that becomes a marker for creating or denying access to wealth. The essays are: (1) "The Cancer Gap: Research Needs of African Americans" (Brian D. Smedley); (2) "Family Environment and Intergenerational Well-Being: Some Preliminary Results" (Patrick L. Mason); (3) "The State of Black Europe" (Clarence Lusane); (4) "Color-Blind Redistricting and the Efficacy of Black Representation" (Ronald Walters); (5) "Unfinished Business: African-American Political Economy during the Age of 'Color-Blind' Politics" (Rhonda M. Williams); (6) "History, Discrimination, and Racial Inequality" (William Darity, Jr.); (7) "A Critical Assessment of Skills Explanations of Black-White Employment and Wage Gaps" (William M. Rodgers, III); (8) "The Reliance of African Americans on the Public Sector" (Lynn C. Burbridge); and (9) "Education Accountability: First the School Systems--Then the Students" (Hugh B. Price). Five linguistic development, a simulation of one's own mental states, and the maturation of innate brain structures have all been proposed as possibilities. Few studies have looked at the influences of language and culture on the development of theory of mind. This study compared the performance of 3- and 4-year-old Mandarin-Chinese speakers to that of 3- and 4-year-old English speakers on four theory of mind-related tasks: (1) appearance-reality; (2) Level 2 perspective-taking; (3) an unexpected contents false belief task; and (4) an unexpected transfer false belief task. No significant differences were found between the performance of the Chinese and American children. (Author/KB)

ED 438 018 PS 027 591

Jester, Jennifer M.; Muzik, Maria; Berube, Renee; Narang, Sonia; Tuttle, Brenda; Jacobson, Joseph
How Do Maternal Reasoning and Physical Punishment Contribute to Development of Verbal Competence and Behavior Problems?
PUB DATE- 99
NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Black Youth; *Blacks; *Child Caregivers; Child Rearing; *Children; Competence; *Corporal Punishment; Discipline; Multiple Regression Analysis; Parent Child Relationship; *Verbal Ability
IDENTIFIERS- *African Americans

As part of a longitudinal investigation of the effect of prenatal alcohol exposure on children's cognitive and socioemotional development, this study examined the role of physical punishment on the development of children's externalizing behavior. Participating in this phase were 286 inner-city African-American families with 7-year-olds who had been assessed in infancy. Each child's caregiver (mother, father, grandmother) was interviewed regarding child rearing practices, including intellectual stimulation and strategies used in conflict with the child. Caregivers and teachers rated behavior problems displayed by the child. Children were tested in the laboratory for intellectual development. Multiple regression findings indicated that caregiver reasoning was positively correlated with quality of intellectual stimulation measured on the HOME Inventory and with maternal verbal competence. Spanking was unrelated to maternal verbal competence and negatively correlated with the HOME Inventory. Caregiver reasoning, quality of intellectual stimulation, and maternal verbal competence were positively related to children's verbal comprehension. Spanking was associated with higher scores on a checklist of attention deficit hyperactivity disorder-like symptoms as related by caregivers and teachers. Spanking was also associated with caregiver-reported anxiety, social problems, thought problems, sex problems, delinquency, and aggression. Reasoning was not related to any behavior problems reported by caregivers or by teachers. The data suggest that caregiver reasoning to resolve conflict promotes verbal skills in children independent of mother's intelligence and the amount of intellectual stimulation in the home, but does not influence child behavior. Spanking seems to promote problems in the relationship with the mother but does not interfere with verbal intelligence. (KB)

Workshops
IDENTIFIERS- Catholic Church; *Identity Formation

Focusing on the goal of character education, this book provides the Catholic educational community with a resource for building in students a strong sense of self, including self-identity, self-worth, and self-esteem. Four pillars of self-esteem are presented: security, autonomy, initiative, and industry. These pillars are illustrated with information on symptoms of insecurity, shame, guilt, and inferiority. Illustrations of practices educators can use to assist students in developing self-esteem are grouped under four age categories: (1) early childhood; (2) middle childhood; (3) early adolescents; and (4) administrative. Finally, strategies for using this resource as an in-service program are presented. The book's six chapters are: (1) "Understanding Student Identity Formation and the Self-Esteem Connection"; (2) "Fostering Student Security Formation"; (3) "Fostering Student Autonomy Formation"; (4) "Fostering Student Initiative Formation"; (5) "Fostering Student Industry Formation"; and (6) "Being a Catalyst of Love for Catholic Elementary School Students." The book's appendix details basic plans for implementing school staff inservice workshops. (Contains 22 references.) (SD)

ED 438 037   PS 028 221

Lead in Your Home: A Parent's Reference Guide.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Child Welfare; *Children; *Family Environment; Family Health; Hazardous Materials; *Lead Poisoning; Parent Role; *Parents; Prevention; Safety; Special Health Problems
IDENTIFIERS- Environmental Problems; Environmental Protection Agency; House Construction; *Household Risks; *Lead (Metal)

Noting the health risks posed by lead exposure, especially for children under age 6, this guide provides U.S. Environmental Protection Agency (EPA) recommendations on how individuals can reduce the risk of lead exposure and prevent lead poisoning. These recommendations range from simple steps that can be done immediately to more rigorous procedures that can permanently rid a home of lead hazards. The book is divided into the following eight chapters: (1) "Lead in Your Home: A Parent's Guide"; (2) "Reducing the Risk of Lead in Your Home"; (3) "Protecting Your Children from Lead Poisoning"; (4) "What You Need To Know before Working on Your Home"; (5) "Remodeling and Renovation"; (6) "Interim Controls"; (7) "Abatement"; and (8) "Cleaning Up Lead Waste." Each chapter begins with quick tips that highlight important information detailed in the chapter. Four appendices include a list of hotlines, organizations and persons with further information on lead-related issues, as well as abatement guidelines for contractors. (SD)

ED 438 038   PS 028 222

Reading with Your Elementary Child: Tips for Parents--Grades 3-5.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English

Paper.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Child Caregivers; *Day Care; *Day Care Effects; *Educational Finance; Preschool Education; Public Schools; *School Role; Transitional Programs
IDENTIFIERS- Caregiver Training; Child Care Costs; *Child Care Needs; *Day Care Quality

This paper highlights research into the positive possibilities for children in school and life when they have access to high-quality care and education before entering public school. Three key components of early care and education are discussed in the paper. The first, quality in early care and education, addresses: (1) What is high quality and why does it matter? (2) What quality of care do most children currently receive? and (3) What are the connections between quality and the compensation and training of child care workers? The second section, on access and financing, asks: (1) How are early care and education services currently financed and how does financing affect access to services? (2) What are options for reforming the financing of early care and education to provide universal, high-quality services? and (3) What financing strategies are states and localities currently using to expand access to high-quality early care and education services or to improve the quality of existing programs? The third section discusses roles for public schools in supporting and building on high-quality early care and education. This section addresses: (1) How might schools expand their role as providers of early care and education services? and (2) How can schools build on high-quality early care and education services through transition services and supports? (Contains 82 references.) (EV)

ED 438 056 PS 028 256

Haack, Peggy
Creating Better Family Child Care Jobs: Model Work Standards.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Ms. Foundation for Women.
PUB DATE- 99
NOTE- 43p.; Also supported by the North Shore Unitarian Universalist Veatch Programs.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advocacy; *Child Caregivers; Community Support; *Day Care; Early Childhood Education; Employees; *Family Day Care; Fringe Benefits; Income; Personnel Evaluation; Professional Development; *Standards; *Work Environment; Working Hours
IDENTIFIERS- Caregiver Qualifications; Day Care Quality; Parent Caregiver Relationship

Based on the premise that good child care jobs are the cornerstone of high-quality services for children and families, this booklet details workplace standards for family child care providers. The booklet is designed to be used for educating family child care providers, evaluating individual family child

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Health; Family Health; *Health; *Health Behavior; Health Promotion; Health Related Fitness; *Parent Influence; Preventive Medicine; Welfare Recipients
IDENTIFIERS- Health Attitudes; Health Risk Susceptibility; *Risk Taking Behavior

A new study of parents' health, medical care, and health-related behavior finds that large numbers of parents at all income levels take part in risky behaviors that are harmful to their own health and are likely to harm the health of their children. These behaviors include smoking, heavy drinking, and being overweight and sedentary. Risky behaviors are especially common among parents who are high school dropouts, parents who are separated or divorced, and those who receive welfare; such behaviors are comparatively infrequent among parents who have recently immigrated to the United States. The study concludes that many parents need to set a better example of healthy behavior for their children and to remain physically and mentally healthy for the crucial task of childrearing. The study's findings also suggest that among vulnerable parents, including some of those on welfare, emotional problems and risky health behaviors may be serious obstacles to self-sufficiency. (Author/EV)

ED 438 074 PS 028 275

LoGuidice, Tom; Anderson, Pam; Darden, Mary Anne; Gorgen, Denise; Kelm, Susan; Martin, Katherine; Molle, Debra; Roberts, Marcia; Wiegel, Penny
Yes You Can: Meeting Individual Needs in a Diverse Primary Classroom.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.; Wisconsin Improvement Program, Madison.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Action Research; *Flexible Scheduling; Grade 1; *Instructional Innovation; Primary Education; *Program Effectiveness; *Teacher Interns; Teacher Morale; Teacher Student Ratio; Team Teaching

Mineral Point Elementary School in Wisconsin initiated an instruction and internship program among its first-grade teaching team. The program aimed to assure that first- and second-graders developed reading and language arts competencies, math readiness, and social and work habits that will lead to outstanding literacy abilities. A key factor in the program was the use of an intern to reduce student-teacher ratio, which in turn enabled flexible grouping and other instruction methods. Action research conducted on the 1996-97 program studied the effects of the teaming of teachers with an intern. Checklists, observations, teacher interviews, and test scores (Gates-MacGinitie Reading Test, Houghton Mifflin Leveled Theme Tests, baseline assessment scores) were used. Findings indicated positive impacts on instructional innovation, student achievement (44 percent increase in baseline assessment), and teacher and student morale. (EV)

ED 438 075 PS 028 276

Ogletree, Earl J.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Day Care; *Early Childhood Education; Family School Relationship; Interprofessional Relationship; Parent Participation; Parent School Relationship; School Readiness; Special Needs Students; *Transitional Programs
IDENTIFIERS- Iowa; Project Head Start; *Transitional Activities

Noting that understanding the process of transition, identifying the appropriate tools, and developing strategies are key elements to facilitate smooth transitions through early childhood, this booklet is designed to assist educators in this transition process. The booklet discusses how transitions to new programs create both challenges and new opportunities for growth in young children and their families, and describes how planning can facilitate smooth transitions. The book also delineates the partners in the transition process, including children and their families, program staff and administrators, and other community agencies. Four basic elements of transition planning are presented: (1) age appropriateness; (2) individual appropriateness; (3) child initiated and child directed; and (4) teacher supported. Ways in which programs may differ are also listed. The booklet also presents a step-by-step process for effective community transition planning. The need for additional planning for children with special needs is discussed. Recommendations for enhancing communication among early childhood personnel and information sharing strategies are presented. Suggested activities to create continuity for the child are also listed. The booklet concludes with a list of 16 recommended readings and a list of books to prepare children for transition. (KB)

ED 438 093   PS 028 289

van der Gaag, Jacques; Tan, Jee-Peng
The Benefits of Early Child Development Programs: An Economic Analysis.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; *Cost Effectiveness; *Economically Disadvantaged; Educational Finance; Foreign Countries; Preschool Education; Program Evaluation
IDENTIFIERS- Bolivia; *Early Childhood Development Programs

This paper provides a framework for estimating the economic benefits of early child development (ECD) programs and applies the framework to preliminary data from the Bolivian ECD program (known as the PIDI Project). The evaluation quantifies the benefits of increased lifetime productivity as a result of ECD enrollment. The evaluation also takes into account benefits of ECD programs that are not education related, such as direct benefits to the child (e.g., meals provided) and indirect benefits to society (e.g., greater community participation). The Bolivian PIDI program evaluated consists of nonformal home-based day-care centers where children receive nutrition, health, and cognitive development services. Each center serves 15 children, ranging from 6 months to 6 years of age, from impoverished households. Centers are staffed with 1 mother/caretaker assisted by 1 or 2 helpers, depending on the number of children under age 2. Recurrent costs could amount to between $50 million and $100 million annually, nearly a third differences and the implications of gender for the division of domestic labor. Chapter 7 considers individual attitudes toward the family's survival strategies and how individuals made sense of and responded to the changing labor force, their jobs, and their social world. This study concluded that wages alone could not meet the needs of most families involved in the study, and households with better jobs had greater access to a combination of economic activities. Appendix contains information on study methodology. Contains chapter notes, a bibliography, and an index. (LP)

ED 438 111 RC 022 217

Rural Matters: The Rural Challenge News, 1997-2000.
PUB DATE- 00
NOTE- 86p.; Published quarterly. Starting with the fall 1999 issue, the serial's name changed to "Rural Matters: News from the Rural School and Community Trust."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Practices; Elementary Secondary Education; Grants; Program Descriptions; *Rural Education; *Rural Schools; *School Community Relationship; *Small Schools
IDENTIFIERS- *Annenberg Rural Challenge; *Place Based Education

This document contains the 10 quarterly issues of "Rural Matters: The Rural Challenge News," published from Fall 1997 to Winter 2000 (the final issue). This newsletter focused on projects funded by the Annenberg Rural Challenge, as well as research summaries and opinion pieces on the benefits of small schools, place-based education, and community involvement in education. As the grant-making activities of the Rural Challenge came to an end and were superseded by an advocacy focus, the organization changed its name to the Rural School and Community Trust and relocated to Washington, D.C. Feature articles include: "Policy Matters: Large Schools Work against Poor Students" (Marty Strange); "In Rural Alaska, Elders Pass On to Children a 'Way of Knowing'" (Linda Martin); "Deep Discounts for Rural Schools on Telecommunications, Internet" (Vicki Hobbs); "'Circles of Wisdom' Joins Other New Rural Challenge Partners"; "Does Consolidation Deny Rural Kids Equal Access?" (Marty Strange); "'Wise Villages' Link Adults and Children in Real-Life Learning" (Toni Haas); "Court Deals Blow to Rural Schools, but Leaves Hope" (Marty Strange); "Resources at the Ready for Rural Community Connections" (Marylyn Wentworth); "School Project Grows To Support Community's Maritime Livelihood" (Julie Bartsch, Bill Clark, Gloria Jenkins); "Communities Should Own Their Standards, Rural Folk Say On Line" (John Eckman); "'A Lamb at School' Spells Learning for 75 Navajo Children" (Jane Lockard); "West Virginian Rachel Tompkins To Lead Rural Challenge into New Era"; and "$1.5 Million Lyndhurst Grant Will Help Rural Schools, Communities." (SV)

ED 438 112 RC 022 219

Ghazvini, Alisa S.; Mullis, Ann K.; Mullis, Ronald L.; Park, Jennifer J.
Child Care Issues Impacting Welfare Reform in the Rural South.
SPONS. AGENCY- Farm Foundation, Oak Brook, IL.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Computer Mediated Communication; Computer Uses in Education; Elementary Secondary Education; *Humanities Instruction; *Information Networks; *Internet; *Literature; Multimedia Instruction; Rural Education; *Teaching Experience; Writing Instruction
IDENTIFIERS- *Teacher Networks; Technology Integration

This serial issue contains 11 articles all on the theme of "Teaching with Technology", specifically about how teachers in the Bread Loaf Rural Teacher Network (BLRTN) are using computers, the Internet, and various audiovisual technologies in the classroom. BLRTN consists of approximately 200 rural teachers in Alaska, Arizona, Colorado, Georgia, Mississippi, New Mexico, South Carolina, and Vermont. Several articles describe projects funded by the National Endowment for the Humanities, in which two or three classrooms communicated electronically while studying a literature text, and a Middlebury College faculty member served as online consultant and mentor. The articles are: "Multimedia Authoring on CD-ROM: Applying New Technology to Shakespeare" (Kurt Broderson); "Netting the Past: Putting Our Town's History on the Web" (Linda F. Hardin); "The 'Promise' of Technology: An Interview with Director Rocky Gooch" (Chris Benson); "A Framework for Designing a Computer Conference" (Robert Baroz); "Voice and the Language of Power in Computer Conferencing: Who Speaks?" (Dean Woodring Blase); "BreadNet Conferencing: A Bridge to Other Places, Other Times" (Brad Busbee); "The Face of Lawrence: Integrating Photography and Writing" (Mary O'Brien Guerrero); "Beyond Chat Rooms and Listserves" (Dixie Goswami); "The World Outside and 'The Island Within'" (Anne Gardner); "Creating Community with Visual Technology" (Renee Evans); and "A Letter from the Classroom: Idalia, Colorado" (Lucille Rossbach). (SV)

ED 438 130 RC 022 258

Parrish, Paige; Keyes, Marian; Coe, Pamelia; Tolbert, Shannon; Orletsky, Sandra; Lewis, Starr; Runge, Claudia; Meehan, Merrill; Whitaker, Julia
Pilot Test of the "School Study of Writing Instruction": A Self-Study Needs Assessment Instrument. A Product of the Kentucky State Project: Designing Professional Development for Portfolio Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Evaluation Research; *Needs Assessment; *Self Evaluation (Groups); Teacher Participation; Validity; *Writing Improvement; Writing Instruction
IDENTIFIERS- Kentucky

One of the mandates of the Kentucky Education Reform Act of 1990 is that students develop a writing portfolio. Ultimately, schools must elevate the average performance level of students' portfolios to the benchmark of "proficient." During site visits to 29 schools, 34 indicators were identified that differentiated writing scores and programs in continuously guides visitors from one culture to another. Along the way, travelers are presented with a number of challenges that involve looking closely and attending to various art forms, which often are based on myths and legends. An excerpt from the Web site illustrates how ideas are organized into the journey format. The project will eventually expand to produce a separate CD-ROM for each of the six cultures. The Web site's URL is: http://www.maltwood.uvic.ca/nwcp/index.html. (Contains 21 references). (LP)

ED 438 147 RC 022 305

Dewees, Sarah
The School-within-a-School Model. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *House Plan; Institutional Autonomy; Outcomes of Education; *School Restructuring; Small Schools
IDENTIFIERS- ERIC Digests; *Sense of Community

To capture some of the benefits of small-scale schooling, educators are looking for ways to downsize, including dividing large schools into subunits or "schools within a school." This approach establishes within the school a smaller educational unit with a separate educational program and its own staff, students, and budget. This digest introduces the school-within-a-school concept, summarizes existing research, and reviews advantages and disadvantages. The various models used to downsize large schools differ on many factors, but the school-within-a-school model has the greatest levels of autonomy and distinctiveness. Because this model most closely replicates a small school, it is most likely to produce the positive effects of a small-scale educational organization. The literature suggests that implementation of the school-within-a-school model has met with varying success in different settings. The most critical factor is commitment to full implementation, allowing for complete administrative separation of the subschool and the creation of a separate identity. While research results are limited, this model has the potential to contribute to increased student well-being, sense of community, student achievement, and educational attainment. The model is especially promising for disadvantaged students, who are more likely to attend large schools. It is a cost-effective approach to school reform, but the challenge lies in successful implementation. (Contains 30 references.) (SV)

ED 438 148 RC 022 306

Almeida, Deirdre A.
Postsecondary Financial Aid for American Indians and Alaska Natives. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 438 170 SE 063 171

Funkhouser, Charles P.; Porter, A. Duane; Ipina, Lynne
Indian Mathematics: An Ethnomathematical Review.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Culture; *American Indians; *Cultural Influences; Elementary Secondary Education; *Ethnomathematics; Higher Education; *Mathematics Curriculum

This paper presents an exposition of the mathematics of native peoples of North America related to the Western mathematics traditionally studied at the elementary through college level. This ethnomathematical review is made not only to allow instructors of Native American students to include in the school curriculum relevant mathematics developed by Indian people, but also to offer all students a fuller understanding of the universal nature and power of mathematics. Primary and secondary sources of Indian and Western mathematics were surveyed, summarized, analyzed, and synthesized. Sources of curriculum materials for inclusion of Native American approaches to various mathematical topics are offered throughout. The review concludes with a discussion of the implications for teaching and learning mathematics. (Contains 28 references.) (Author/ASK)

ED 438 171 SE 063 172

Barrett, Katharine; Willard, Carolyn
Aquatic Habitats: Exploring Desktop Ponds. Teacher's Guide.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 128p.; Illustrated by Lisa Klofkorn.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Aquariums; *Ecological Factors; *Ecology; Elementary Education; Environmental Education; *Habitats; Inquiry; Science Activities; Science Instruction; Water Resources; Wildlife

This book, for grades 2-6, is designed to provide students with a highly motivating and unique opportunity to investigate an aquatic habitat. Students set up, observe, study, and reflect upon their own "desktop ponds." Accessible plants and small animals used in these activities include Elodea, Tubifex worms, snails, mosquito larvae, and fish. Detailed instructions and resources for obtaining organisms are included. This guide is designed to convey key biological and environmental concepts such as adaptations, life cycles, food webs, and biological control while beautifully illustrating the dynamic, interactive nature of living organisms. (WRM)

ED 438 172 SE 063 173

Hewitt, Paul G.
Conceptual Physics for Parents and Teachers. Volume 1: Mechanics.
PUB DATE- 98
NOTE- 179p.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Critical Theory; *Educational Objectives; Elementary Secondary Education; *National Curriculum; *Political Issues; *Social Studies; Theory Practice Relationship
IDENTIFIERS- Dewey (John); Foucault (Michel); Freire (Paulo); *National Social Studies Standards

This paper examines the issue of national curriculum standards within the context of social studies education. The paper explores both the recent "conservative-liberal" consensus in favor of (at least) the idea(l) of national curriculum standards and the nascent opposition movements to national curriculum standards growing within both the pedagogical/political Left and the pedagogical/political Right. Focusing on the perspective of the radical Left, the position of the author as well as an increasingly legitimate one among social educators generally, the paper appropriates the work of John Dewey, Paulo Freire, and Michel Foucault as: (1) significant and meaningful with respect to reconstructing and interpreting the origins, development, and evolution of a/the radical Left critique; and (2) a dynamic source of guidance and direction for critical social educators now working to advance, strengthen, and expand it. The paper provides a "reading" of the recent work of E. Wayne Ross as a "case study" of the relationships between Dewey, Freire, and Foucault and contemporary critical social studies scholarship. The paper suggests and considers implications of its analysis for today's social educators, specifically those implications relevant to current understandings of pedagogical theory, research, and practice. Contains 59 references and 11 notes. (Author/BT)

ED 438 195 SO 030 713

Lupia, Arthur; McCubbins, Mathew D.
The Democratic Dilemma: Can Citizens Learn What They Need To Know? Political Economy of Institutions and Decisions Series.
PUB DATE- 98
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; *Civics; *Democracy; Higher Education; Information Sources; *Persuasive Discourse; *Political Issues; *Theory Practice Relationship
IDENTIFIERS- Delegation of Authority; Political Communication; Political Education; Political Rhetoric

Although this book concedes that people lack political information and that this ignorance can allow people "of sinister designs" to deceive and betray the uninformed, it does not concede that democracy must succumb to these threats. Rather, the book argues that limited information need not prevent people from making reasoned choices, and that there are specific conditions under which people with limited information can make these reasoned choices. Theories of attention, persuasion, and delegation built upon the ideas of others are constructed in the book. The book is divided into three parts: "Theory"; "Experiments"; and "Implications for Institutional Design." The first part, containing chapters 2 through 5, develops theories, while the second part, which contains chapters 6 through 9, tests the crucial hypotheses about economic, social, and cultural rights, as well as an essay, in question and answer format, that introduces these rights. Although cultural rights are interrelated and of equal importance as economic and social rights, the book primarily addresses justice regarding economic and social problems. After an introduction, the book is divided into the following parts: (1) "Economic, Social, and Cultural Rights Fundamentals"; (2) "Activities"; and (3) "Appendices." The nine activities in part 2 aim to help students further explore and learn about social and economic rights. The appendix contains human rights documents, a glossary of terms, a directory of resource organizations, and a bibliography of 80 web sites, publications and referrals to assist those eager to increase their understanding of, and/or move into action to address economic and social rights. (BT)

ED 438 215   SO 031 291

DuPont, Lori; Foley, Joanne; Gagliardi, Annette
Raising Children with Roots, Rights & Responsibilities: Celebrating the UN Convention on the Rights of the Child. Human Rights Education Series, Topic Book 2.
PUB DATE- 99
NOTE- 148p.; A contribution to the United Nations Decade for Human Rights Education, 1995-2004. For Topic Book 1, see SO 031 290. Edited and designed by Julie Penshorn.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; *Child Responsibility; *Civil Liberties; Early Childhood Education; *Parent Child Relationship; Self Concept; *Social Development; *Social Studies
IDENTIFIERS- United Nations Convention on Rights of the Child

This curriculum resource grew out of a grass roots effort to promote the United Nations Convention on the Rights of the Child through education and political action. Designed primarily for young children and their parents, the curriculum builds on the power of the parent-child relationship to help build a positive self-image for both parent and child. By offering a positive parenting approach, the curriculum has a strong community and societal impact. Based on the idea that by starting with human rights for children, human dignity can be ensured for all, the curriculum resource helps ensure that the youngest members of society and their parents know about children's rights and responsibilities. The curriculum consists of 12 two-hour sessions, each of which follows the same format: the first hour includes parent-child interaction time and a community circle where families gather for songs and information sharing, while the second hour is a planned parent education time where adults focus on the topic in one room while, in another room, the early childhood educator helps the children practice skills for living in a democracy. The curriculum is best suited for children ages three to six. It contains specific activities that are done each session (interaction time, circle time, individual learning time) and enjoyed by children when they are consistently repeated. Appendixes in the curriculum resource include cue cards, a step journal, the universal declaration of human rights, an unofficial summary of the UN convention to the rights of a child, words to songs, and diverse references (songs, books, fingerplays, children's books, and books for adult learning). (BT)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Context; Curriculum Enrichment; Foreign Countries; High Schools; Internet; Latin American Culture; Latin American History; Second Language Learning; Social Studies; *Spanish
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; Mexico; *Olmec (People)

This curriculum unit, designed for a Spanish I class at the high school level, explores the Olmec, an ancient civilization in Mexico. The unit aims for students to develop an appreciation for early civilizations and their importance to the present day. It gives seven objectives for students to work toward and lists detailed strategies for accomplishing these objectives. The lesson plans in the unit present a 7-day schedule for students to deepen their knowledge of the Olmec. Included in the unit are questions for the teacher to evaluate the students' knowledge, a sample "word web," guidelines for mounting an attention-getting bulletin board that focuses on the Olmec, and an examination. Contains an Internet resource list and a 23-item bibliography. (BT)

ED 438 236 SO 031 457

Dixon, Douglas A.
Creating Community Democracy in Schools: Overlapping Memberships as Potentials for Public.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the New York State Political Science Association (New York, NY, May 7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Classroom Research; Diversity (Student); Elementary Secondary Education; Graduate Students; Graduate Study; *Group Membership; Higher Education; Simulation; *Student Reaction
IDENTIFIERS- Political Theories

This paper explores the connection between how groups are defined and activated and the possibilities for community democracy in schools. Several theories of group politics are discussed in the paper including concepts such as structural conflict, overlapping memberships, and potential publics, followed by an exploration of the group focus of some contemporary democratic education literature. Presented are the results of a class activity (a classroom simulation) that demonstrate how group political theory is reflected in graduate education student responses to political images. The students' responses support the contention that some individuals continue to view political messages in terms of broad, oppressed groupings (e.g., race and gender) but that group attachments are more complex. Finally, the merits of cultivating multiple group memberships among students across race and gender, and among other groupings are discussed. Contains 7 notes and 40 references. (Author/BT)

ED 438 237 SO 031 459

Chant, Richard H.
The Transition from the K-12 to Higher Education Setting: Dissertation Findings Regarding a Newly Inducted Social Studies Methods Instructor.
PUB DATE- 99
NOTE- 44p.; Paper presented at the Annual Meeting of the National

Development; Inservice Teacher Education; Needs Assessment; Program Development; Program Evaluation; *Teacher Improvement

This publication provides a step-by-step guide to help schools and districts implement strong, sustainable professional development that drives achievement of student learning goals. The toolkit is based on the experiences of national professional development award winning schools and districts. The most common thread among the winners is that most of them underwent significant change in the 1990s, focusing either on whole-school reform or major professional development changes. This guide tells schools and teachers how to get involved, put ideas into action, prepare to work hard and work collaboratively, recognize that it is not necessary to be an expert, and use a variety of resources. The toolkit focuses on four important steps: designing professional development; implementing professional development; evaluating and improving professional development; and sharing professional development learning. Four appendixes present U.S. Department of Education award criteria and actions, professional development resources, national awards program for model professional development winner profiles, and what the research says about professional development that works. Fourteen action planner tools are included. (Contains 41 references.) (SM)

ED 438 256 SP 039 001

Watson, Marilyn; Schoenblum, Amy
Company in Your Classroom: Building a Learning Relationship with Your Student Teacher.
PUB DATE- 00
NOTE- 97p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Collegiality; *Cooperating Teachers; Elementary Secondary Education; Family School Relationship; Higher Education; Mentors; Observation; Preservice Teacher Education; *Student Teachers; *Teacher Collaboration; Teacher Role; Teacher Student Relationship

This handbook is designed to help classroom teachers work effectively with student teachers. It focuses on the ongoing mentoring relationship the teacher establishes with the student teacher. Besides providing concrete ideas and practical tools for working with student teachers, this handbook brings the voices and experiences of other mentoring teachers and their student teachers. Chapter 1, "Communicating Your Classroom Management Strategy," discusses the importance of community and teacher competencies that promote community. Chapter 2, "An Overview of Your Relationship with the Student Teacher," discusses benefits and challenges for teachers and student teachers. Chapter 3, "Getting Started as Colleagues," examines how to lay the groundwork and how to welcome the student teacher. Chapter 4, "Coaching Issues," discusses what to do when observing and being observed. Chapter 5, "Your Role in Developing Student Teacher Understanding and Competencies," focuses on building relationships with students and families, establishing authority and control of the classroom, making values clear and consistent, engaging every learner, and the path to "automaticity". An appendix presents a reflection guide for teachers. (SM) and Social Barriers to Success," discusses six barriers to success and how to acknowledge and overcome diversity barriers. Chapter 4, "Developing Diversity Consciousness," explains diversity consciousness, isolation, six areas of development, and strategies for developing diversity consciousness. Chapter 5, "Communicating in a Diverse World," looks at communication and culture, electronic communication, diversity consciousness and communication, barriers to communication, difficult dialogues, and communicating inclusively. Chapter 6, "Teamwork," looks at teams today, developing teaming skills, diversity consciousness and teaming, team leadership, high-performing teams, obstacles, and conflicts. Chapter 7, "Conclusion," discusses opening one's mind to opportunities and future challenges. (SM)

ED 438 276 SP 039 026

Sankey, Derek
Classrooms as Safe Places To Be Wrong.
PUB DATE- 99
NOTE- 10p.; Paper presented at the UNESCO-ACEID International Conference(5th, Bangkok, Thailand, December 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classrooms; Educational Change; Elementary Secondary Education; *Error Correction; Foreign Countries; Learning Processes; Student Attitudes; Teacher Attitudes; Teaching Conditions
IDENTIFIERS- Brain Functions; *Hong Kong; Popper (Karl); Scientific Theories; *Teacher Errors

This paper contends that classrooms should be safe places for students and their teachers to be wrong, suggesting that this concept should provide the mainspring for educational reform in Hong Kong and in other places in the world. It notes that education in Hong Kong is harsh and has a tendency to label students; for the majority of students, this labeling is very negative. The paper explains how error correction can be beneficial to a student's education. It begins by examining three reasons why classrooms should be safe places to be wrong. The first, Karl Popper's falsificationism, is philosophical and draws on the philosophy of science. The second, Gerald Edelman's theory on neuronal group selection, is psychological or neurophysiological and concerns the physical workings of the human mind. The third, a vision of education, is educational. The paper concludes that whatever methods teachers may use, they should always ensure that their classrooms are safe places for themselves and their students to be wrong and to learn from their errors. (SM)

ED 438 277 SP 039 027

Giebelhaus, Carmen R.; Bowman, Connie
Teaching Mentors: Is It Worth the Effort?
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (80th, Orlando, FL, February 12-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Brown, Gavin
Information Skills: How Information Literate Are New Zealand Children?
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the New Zealand Council for Educational Research and the Australian Association for Research in Education (Melbourne, Victoria, Australia, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Students; Foreign Countries; Information Literacy; Information Seeking; *Information Skills; Intermediate Grades; *Junior High School Students; Junior High Schools; Research Skills; *Standardized Tests
IDENTIFIERS- *New Zealand

The results of the standardization conducted for the New Zealand Council for Educational Research of 6 new Information Skills tests on 5,400 students in years 5 through 8 are presented. The paper and pencil tests are based on an information literacy perspective from the New Zealand Framework Essential Skills. The tests focus on a formative exploration of students' understanding of the information skills involved in using library-related resources: library catalogues, parts of a book, and reference sources. Girls, students in higher decile schools, and students in higher year levels outperformed their counterparts, although interaction of year level and gender was evident. Through a content analysis, formative uses of the tests have been made possible. The strengths and weaknesses of students at primary and intermediate levels are identified for each test. There is strong evidence from all six tests that students are experiencing difficulty with sorting through the various dimensions of a search task in order to select an appropriate category, as was identified in the 1990 research of M. Dreher and J. Guthrie. (Author/SLD)

ED 438 299 TM 030 607

Ediger, Marlow
Assessing the Performance of the School Principal.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Performance Factors; *Principals

Assessment procedures for school principals need to be valid, reliable, and utilitarian. They should emphasize the humane elements of the school setting, and they should reflect a concern for a safe school environment. Breaking these requirements into component parts allows the development of five-point Likert scales teachers may use to assess principals. A school that emphasizes a problem-solving philosophy, also called "experimentalism," will stress the importance of principal proficiency in selected areas. Taking a behavioral approach also leads to the determination of precise objectives for a principal to attain, and these may be expressed as a percentage of change in a particular student behavior. The school principal may also be assessed by using criteria from a constructivist educational philosophy. With regard to

Although many researchers are familiar with "testwise" alpha, "experimentwise" Type I error rates are also important and must be considered in many research situations. Experimentwise error rates can inflate rapidly when researchers use multiple univariate tests. Both analysis of variance (ANOVA) post hoc and multi-variate methods incorporate a correction for experimentwise error. Researchers ought to understand experimentwise error if they are to understand what post hoc tests really do and an important rationale for multi-variate methods. (Contains 4 tables and 13 references.) (Author/SLD)

ED 438 323 TM 030 640

Pisapia, John R.; Knutson, Kim; Coukos, Eleni D.
The Impact of Computers on Student Performance and Teacher Behavior.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (44th, Deerfield Beach, FL, November 10-12, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Educational Technology; Elementary Education; *Elementary School Teachers; Professional Development; Program Effectiveness; Program Evaluation; Scores; Standardized Tests; *Teacher Attitudes; *Teaching Methods; Test Results; Urban Schools

This paper reports on a 3-year computer initiative implemented by a school district in a metropolitan area. The initiative began in 1996 and continued through 1998. The school district of 44,000 students funded 5 computers and an ink jet color printer in each elementary classroom in 34 schools. The purpose of this study was to determine the impact of the initiative on student achievement and teacher behaviors. Data were collected through teacher surveys and standardized test scores. The first conclusion supported by the findings is that student achievement can be influenced by the appropriate integration of computer technologies into instruction. Students with access to computer aided instruction had increased standardized reading test scores. Different findings were noted for mathematics and writing. It is possible that the relationship between the initiatve and improved reading scores was influenced by intervening factors not measured in the study. Researchers also concluded that teachers' ability to integrate technology-assisted instruction into their classroom routines could be influenced by staff development and technology support. An implication from the analysis is that implementation planners should find ways to assist teachers in classroom management and positive external reinforcement schemes. (Contains 12 tables and 6 references.) (SLD)

ED 438 324 TM 030 641

Mauk, Anne-Marie Kimbell
A Review of Confidence Intervals.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Support; Child Welfare; *Children; Disadvantaged Youth; *Family Financial Resources; Low Income Groups; *One Parent Family; Parent Child Relationship; Poverty; *Urban Youth

This study examines the extent to which children enjoy regular contact and financial support from their noncustodial parents. It also looks at the extent to which children who have a parent living elsewhere and their custodians are financially dependent on child support. Data are from the National Survey of America's Families. In this survey, data were collected in 1997 from nearly 45,000 nationally representative households. Slightly more than half of all children eligible for child support receive any support from their noncustodial parents, and only a third see their noncustodial parents as often as once a week. Only half have child support orders, but even children with orders do not receive the full ordered amount. Children with a parent living elsewhere are three times as likely to be poor. Poor children are particularly unlikely to receive child support, but when they do receive it, child support constitutes, on average, a quarter of their family's income. Child support decreases the level of income inequality among children with a parent living elsewhere. (Contains 4 tables, 4 figures, 13 end notes, and 8 references.) (SLD)

ED 438 346 UD 033 310

Acs, Gregory; Gallagher, Megan
Income Inequality among America's Children. New Federalism: National Survey of America's Families. Series B, No. B-6.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 7p.; Additional support from the Charles Stewart Mott Foundation, the Stuart Foundation, and the Fund for New Jersey. Part of the Urban Institute's "Assessing the New Federalism" project, a multi-year effort to monitor and assess the devolution of social programs.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; *Children; Economic Factors; *Income; Low Income Groups; Poverty; *Resource Allocation; State Programs; *Urban Youth

This brief examines the disparity in resources available to children in different types of families and different parts of the country, using data from the 1997 National Survey of America's Families (NSAF), which collected data from about 44,000 households in 1997. Economic well-being among children varies substantially, according to the NSAF, both by type of family and by state. The most conspicuous finding is that children in two-parent families have almost three times the resources available to them as do children in one-parent families. There are great differences in median family income systems without sacrificing public safety. It awarded grants to five urban jurisdictions in order to: reach consensus among all juvenile justice agencies about the purpose of secure detention, and eliminate inappropriate or unnecessary use; reduce the number of alleged delinquents who fail to appear in court or commit a new offense; use limited juvenile justice resources in a more efficient manner by developing responsible alternatives to secure confinement; and improve conditions and alleviate overcrowding in secure facilities. The report reviews the work at three sites (Cook Co., Illinois; Portland, Oregon; and Sacramento, California). The use of JDAI's key detention reform strategies (collaborative planning and decision making, objective admissions practices, case processing innovations, and alternative programs) results in notable achievements in detention reform in all three localities. The report also discusses the sites' efforts to improve the conditions of confinement in detention centers and to reduce the disproportionate number of minorities incarcerated there. (SM)

ED 438 366 UD 033 332

McFate, Katherine, Ed.; Lawson, Roger, Ed.; Wilson, William Julius, Ed.
Poverty, Inequality and the Future of Social Policy: Western States in the New World Order.
PUB DATE- 95
NOTE- 757p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Apprenticeships; Citizenship; Economic Change; Entrepreneurship; *Family Structure; Foreign Countries; Health Needs; Housing Needs; Immigration; Labor Market; Late Adolescents; *Minority Groups; One Parent Family; *Poverty; Sex Role; *Social Problems; Unemployment; Urban Areas; Young Adults; *Youth Employment
IDENTIFIERS- African Americans; Canada; Europe; Marginalized Groups; *New World Order; Social Policy; Technological Change

This book analyzes forces fraying the social fabric of many countries, and the reasons why some Western countries have been more successful than others in addressing these trends. Part 1, "Poverty, Income Inequality, and Labor Market Insecurity: A Comparative Perspective," includes (1) "Markets and States: Poverty Trends and Transfer System Effectiveness in the 1980s" (K. McFate, T. Smeeding, and L. Rainwater); (2) "Poverty and Social-Assistance Dynamics in the United States, Canada, and Europe" (G. Duncan, B. Gustafsson, R. Hauser, G. Schmaus, S. Jenkins, H. Messinger, R. Muffels, B. Nolan, J. Ray, and W. Voges); (3) "A Comparison of Poverty and Living Conditions in the United States, Canada, Sweden, and Germany" (S. Mayer); (4) "Labor Insecurity through Market Regulation: Legacy of the 1980s, Challenge for the 1990s" (G. Standing); and (5) "The Impact of Technological Change, Deindustrialization, and Internationalization of Trade on Earnings Inequality: An International Perspective" (P. Gottschalk and M. Joyce). Part 2, "Changing Family Structures: Public Policy and Lone-Parent Families," includes: (6) "Gender Role and Family Structure Changes in the Advanced Industrialized West: Implications for Social Policy" (S. Kamerman); (7) "French Policies toward Lone Parents: Social Categories and Social Policies" (N. Lefaucheur); (8) "Single Mothers in Sweden: Why is Poverty Less Severe?" (S. Gustafsson); (9) "Lone Parents: The Canadian Experience" (R. Rose); and (10) "Single Mother Families and Social Policy: Lessons for the United States from Canada, appendixes contain a history of the National Urban League, a statistical overview of the progress of African Americans, an index of authors and articles, profiles of the authors, and selected tables from "The Shape of the River: Long-term Consequences of Considering Race in College and University Admissions" by William G. Bowen and Derek Bok, 1998. (Contains 67 tables and 1 figure.) (SLD)

ED 438 384 UD 033 355

Chun, Laurianne
Asian Studies in Hawai'i: A Guide to Theses and Dissertations.
PUB DATE- 97
NOTE- 560p.; Introduction by G. Raymond Nunn. Co-produced by Social Process in Hawaii.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Asian Studies; *Doctoral Dissertations; Higher Education; *Masters Theses
IDENTIFIERS- Hawaii; *University of Hawaii Manoa

This annotated bibliography lists the theses and dissertations from the University of Hawaii, Manoa, that are related to Asia and Asians living outside their own countries. The two separate groups of entries reflect this division between Asia in general and Asians living overseas. The introduction contains instruction on obtaining copies of the theses and dissertations. Many of the them refer to disadvantaged people, and some relate directly to education. Entries in the first group are arranged by region and then country and by subject when the number of entries for a country warrants the listing. Entries in the second group are arranged by nationality. Each entry contains an annotation covering a total of 26 Asian countries and 14 cultures. (SLD)

ED 438 385 UD 033 357

Computer Equity School.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Computer Software Evaluation; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Equal Education; Parent Participation
IDENTIFIERS- *Access to Computers

This edition of "Equity Coalition" is designed to be a resource to assist those who have responsibility for technology in the schools. The authors of these articles discuss a variety of issues related to computer uses in education and equal access to educational technology. The issue contains the following articles: (1) "Technology--A New Kind of Literacy" (Percy Bates); (2) "Loving the New: U.S. Culture and Computers Equity" (Eleanor Linn); (3) "Tomorrow's Jobs: How High-Tech Are They?" (Eleanor Linn); (4) "Equitable Software Design: An Interview" (Brenda Matthis and Salome Gebre-Egziabher); (5) "Culture and Computer Technology in the Classroom" (Martha A. Adler); (6) "Gender, Equity, and Computer Technology" (Eleanor Linn); (7) "Parents, Computers, and Telecommunications" (Elizabeth M. Mimms); (8) "Guidelines for Selecting Equitable Software" (Marta Larson); (9) "On the Road to Cultural Bias: A Critique of 'The Oregon Trail' CD-ROM" (Bill Bigelow with Marta Larson); (10) "Unequal Computer Access and the Achievement Gap" (Ted

ED 438 019 PS 027 694

Stepping Up: Financing Early Care and Education in the 21st Century. Volume 1. Four Papers Commissioned for "Making It Economically Viable: Financing Early Care and Education." A Working Meeting (Santa Cruz, California, March 3-5, 1999).
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Ewing Marion Kauffman Foundation, Kansas City, MO.
PUB DATE- 99
NOTE- 42p.; For Volume 2, see PS 028 019.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change Strategies; Child Advocacy; Community Attitudes; *Day Care; *Educational Finance; *Finance Reform; Financial Policy; *Infant Care; *Preschool Education; Public Policy; Public Support; Systems Development; Tax Allocation; Tax Credits; Taxes; Young Children

The need for an adequate financial base for the future of quality early care and education (ECE) for young children is being increasingly recognized. This document compiles four papers commissioned to frame the discussion at a 1999 working meeting of individuals from diverse fields to identify and explore possible actions related to financing ECE for children birth through 5 years of age. The papers are: (1) "Toward Solutions: Through the Child Care Funding Maze" (Louise Stoney), describes how ECE is financed in the United States and offers examples and new and innovating ways that states and communities have generated funds for ECE services; (2) "Winning Early Care and Education Funding: Successful Strategies from Five States" (Nancy Sconyers), describes funding strategies in Florida, California, Oklahoma, New York, and Illinois; (3) "Funding Early Care and Education: An Assessment of Public Support" (Ethel Klein), examines public opinion regarding the benefits and drawbacks of early care and education for children and working parents and its role in connecting with the workforce; and (4) "Creating a Climate for Change" (Deborah Wadsworth), concerns Americans' attitudes toward children, child care, and parent responsibility. Each paper contains references. (KB)

ED 438 020 PS 027 696

Marcotte, Lori P.
A Guide to Universal Free School Breakfast Programs.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Breakfast Programs; Child Health; Nutrition; *Program Development; Program Implementation; Public Schools
IDENTIFIERS- *Universal School Breakfast Program

This booklet provides information regarding the use of universal free breakfast programs and guidance to schools that wish to start such a program. Written for school officials and breakfast advocates, the guide discusses the benefits of a universal free school breakfast program, the options available, and basic operational issues, so that officials will be equipped to promote and implement such programs. Moreover, the document contains ideas from schools that have successful

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Parent Influence; *Parent Role; Parents; Parents as Teachers; *Reading; Reading Achievement; Reading Attitudes; Reading Comprehension; *Reading Habits; Reading Motivation; *Reading Strategies
IDENTIFIERS- North Carolina; *Reading Theories

This brochure is intended to help parents support their children in reading comprehension and fluency. The brochure is divided into seven main sections. The first section addresses preparation that good readers engage in before reading the materials, including: (1) previewing the text; (2) thinking about the topic; (3) setting a purpose for reading the material; (4) focusing attention; and (5) making predictions. The second section details engagement strategies for good readers in the areas of checking understanding and monitoring comprehension. The third section lists responses good readers engage in after reading materials, including summarizing, evaluating, and finding additional information about the topic. The fourth section, on book selection, focuses on factors that affect understanding the text and on book selection strategies. The fifth section addresses fostering excitement and motivation for reading, while the sixth section addresses the issue of asking questions to develop good reading habits before, during, and after reading. The seventh section provides tips for working with children by building a good reading background and promoting motivation, critical response, and writing. (SD)

ED 438 039 PS 028 223

Entz, Susan; Galarza, Sheri Lyn
Picture This: Digital and Instant Photography Activities for Early Childhood Learning.
PUB DATE- 00
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Computer Uses in Education; Computers; Curriculum; Curriculum Development; *Curriculum Guides; Drama; Early Childhood Education; *Educational Technology; Emergent Literacy; Instructional Development; Language; *Learning Activities; Lesson Plans; Mathematics Curriculum; Photographic Equipment; Photographs; *Photography; Physical Development; Science Curriculum; Sensory Experience; Social Studies; Teaching Guides; Units of Study
IDENTIFIERS- Digital Imagery; *Digital Photography; *Digital Technology; Pictures

This book is designed to introduce teachers to digital technology and its uses in the classroom as a new teaching tool that can create curriculum, document learning, provide instant feedback, and share student growth with parents. The book's introduction details the ease in which digital technology can be incorporated into the curriculum. Following the introduction, eight chapters are presented which correspond to the curriculum areas of: (1) language; (2) storytelling/drama; (3) emerging literacy; (4) social studies; (5) physical development; (6) mathematics; (7) sensory exploration; and (8) science. Each care programs, setting goals and measuring success, and enlisting the wider community in advocating for the resources that family child care providers need. Following an introduction describing the development of the model work standards and how they may be used, the booklet is divided into five parts. Part 1 describes the elements of a model contract or parent-provider agreement, and program policies that affect the quality of the provider's work environment. Part 2 addresses the professional development needs of providers. Part 3 looks at the home as a work environment, and sets criteria for assessing quality from the perspective of a provider's needs. Part 4 applies to providers who employ co-teachers, assistants, or other helpers. Part 5 features the importance of community support for creating better child care jobs. Seven appendices include worksheets and information on the legal impact of antitrust laws and family child care accreditation. (Contains 13 references.) (KB)

ED 438 057 PS 028 257

The Montessori Observer, 1998-1999.
PUB DATE- 98
NOTE- 34p.; For 1980-1997 issues, see ED 422 062.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Development; Childhood Needs; Classroom Techniques; Early Childhood Education; Educational Philosophy; *Educational Principles; Educational Theories; Elementary Secondary Education; Federal Legislation; Legal Problems; *Montessori Method; *Organizations (Groups); Parent Education; Periodicals; Preschool Education; State Legislation; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Montessori Preschools; *Montessori Schools

This document consists of the eight issues of volumes 9 and 10 of a publication of the International Montessori Society providing news and information to extend awareness and interest in the application of Montessori educational principles and to promote harmony in the Montessori community. Regular sections in each issue provide information on training opportunities, teaching practices, relevant government legislation, editorials, positions available, and membership benefits. Each issue also highlights a special principle of Montessori education. (KB)

ED 438 058 PS 028 258

Heath, Harriet
Using Your Values To Raise Your Child To Be an Adult You Admire.
PUB DATE- 00
NOTE- 173p.; Illustrated by Anna Dewdney.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; *Moral Development; Parent Attitudes; Parent Child Relationship; Parents as Teachers; Value Judgment; *Values; *Values Clarification; *Values Education

This book was written to help parents integrate their values into family life and pass them on to their children. The book helps parents: (1) know their own values; (2) understand what their values mean to them; (3) live by their values; (4) model values

International Survey of the Status of Waldorf Schools.
PUB DATE- 98
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Educational Environment; Educational Objectives; Educational Practices; *Educational Theories; Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; *Instructional Effectiveness; Outcomes of Education; Student Evaluation; Surveys; Teachers; Teaching Methods
IDENTIFIERS- Anthroposophy; International Surveys; Steiner (Rudolf); Waldorf Educational Theory; *Waldorf Schools

This international survey study was the first to examine the Waldorf School movement worldwide and focused on the teaching practices, curricula, educational outcomes, and positive program features of Waldorf schools, as well as problems encountered by Waldorf staff. The role of Rudolf Steiner's philosophy, anthroposophy, and its esoteric aspects were examined in relation to its teaching processes and its influence on students. Data were collected by means of surveys of 520 Waldorf schools in 31 countries. The response rate was 45 percent. Findings indicated that 57 percent of respondents felt that the goal of Waldorf education was to change society. Seventy-four percent thought that teachers' knowledge and implementation of Steiner's educational ideas and methods were good. Over 80 percent of respondents indicated that their school program included the following practices: balanced school day, a continuous teacher from grades 1 to 8, student-written and illustrated notebooks, meditation/prayer at the beginning of the day, form drawing in grades 1 to 5, and teaching of main lesson. Sixty-three percent described the working climate as democratic, and 67 percent reported that faculty morale was good. Over 80 percent thought that a Waldorf education was compatible with the times. About 90 percent thought a Waldorf education developed free thinking individuals. Seventy percent thought that Waldorf education influenced students to be open to the spiritual world and Anthroposophy. Almost half the schools were founded by parents. Major issues identified as affecting at least 40 percent of the respondents' schools included financial support, school location, and student discipline problems. (Results are summarized and also presented for 19 individual countries or continents. Contains 63 references.) (KB)

ED 438 076 PS 028 278

Liu, Winnie Puiling; Yeung, Alexander Seeshing
Do Parents Get What They Want from Day Care Service?
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Conference of the International Congress for School Effectiveness and Improvement (13th, Hong Kong, January 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Age Differences; *Day Care; Day Care Effects; Early Childhood Education; *Educational Demand; Educational Policy; Foreign Countries; *Parent Attitudes
IDENTIFIERS- Australia (Sydney); Child Care Needs; *Child Care

of the government budget for education. Based on those benefits that are quantifiable, the evaluation of the Bolivian PIDI program indicates that those ECD programs that are well targeted and have a major impact on school enrollment and achievement are excellent economic investments. (HTH)

ED 438 094 PS 028 300

Evans, Judith L.; Stansbery, P. A.
Parenting in the Early Years: A Review of Programs for Parents of Children from Birth to Three Years of Age. Early Childhood Development.
PUB DATE- 98
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Rearing; Childhood Needs; Community Development; Distance Education; *Family Programs; Foreign Countries; Home Visits; Infant Care; Infants; Models; *Parent Child Relationship; *Parent Education; Parenting Skills; *Parents; Program Descriptions; Toddlers
IDENTIFIERS- *Family Support

Noting that the demands and expectations of parents worldwide have shifted tremendously over the last 20 years, and that parents' ability to fulfill their parental roles will affect their communities as well as their own children, this booklet examines programming for parents that is designed to support young children's development, and discusses issues that need consideration in the design of such programs. The booklet begins with a brief overview of young children's development and needs, and the role parents play in supporting that development. Principles for developing programs for young children and their families are suggested and important issues and questions for such programs are identified. The paper differentiates parent support and parent education programs, and provides program examples. Numerous case studies from several countries are provided for the following service delivery strategies: (1) one-on-one parent support at a health clinic; (2) one-on-one parent support through home visits; (3) parent groups; (4) media or distance education; and (5) community development. The paper also lists areas in which additional information is needed related to child development and curriculum, public policy, child development indicators, public/private partnerships, and effective programming. The paper concludes with descriptions of related resources, including the Avance Family Support and Education program. (Contains 75 references.) (KB)

ED 438 095 PS 028 301

Graitcer, Philip L.; Lerer, Leonard B.
Child Labor and Health: Quantifying the Global Health Impacts of Child Labor.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Labor; Child Welfare; *Children; *Costs; Developed Nations; Developing Nations; Economic Factors; Foreign Countries; *Injuries; *Mortality Rate; Occupational

PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Day Care; Day Care Centers; Early Childhood Education; Employed Parents; *Employment Potential; Information Needs; Poverty; *Public Policy; Rural Areas; *Rural Family; Rural Urban Differences; *Welfare Recipients

IDENTIFIERS- Access to Services; Arkansas; Florida; South Carolina; *United States (South); *Welfare Reform

Access to affordable, quality child care is a major barrier to successful employment for many families. About one-fifth of families return to welfare within a few months of leaving, with lack of accessible child care and transportation being the most frequently cited reasons. These issues are likely to be compounded in the rural South. Information regarding early childhood options in the rural South and the nation is limited for several reasons: different funding streams and administrative structures separate different forms of early education and care; differences in licensing regulations between states; and lack of state supported, centralized data collection. A comparison of child care capacity and rural-urban distribution of child care slots in three southern states found that child care capacity in Florida and South Carolina was largely filled by center care in metro areas, while Arkansas showed a greater mix of child care arrangements. Relative to its child population, Florida had more licensed child care centers than any other state and a growing number of programs exempt from licensing. Yet in rural Florida counties, there was only one child care slot for every four children. Federal guidelines for welfare reform have done little to increase child care subsidies, while more stringent welfare limits at the state level suggest a high likelihood that poor children will not receive quality care in their early years. Poor rural children who have special needs, are migrants, or are infants or toddlers are at greatest risk. Policy recommendations are offered. (Contains 13 endnotes.) (SV)

ED 438 113 RC 022 225

Warner, Linda Sue; Deaton, Brady J.; Briscoe, G. S.

Higher Education in Rural Communities: System Reform in Indigenous Schools.

PUB DATE- 99

NOTE- 7p.; Paper presented at the Annual Meeting of the International Council on Innovation in Higher Education (San Juan, Puerto Rico, October 31-November 3, 1999). "The work presented here is contextualized in efforts funded by the National Science Foundation throughout rural America."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indian Education; *Colleges; *Culturally Relevant Education; Distance Education; Educational Change; Educational Cooperation; Elementary Secondary Education; Higher Education; Poverty; *Role of Education; Rural Areas; *Rural Education; *Tribally Controlled Education

IDENTIFIERS- Systemic Change; *Systemic Educational Reform

This paper addresses the role of Rural Systemic Initiatives (RSIs) in linking tribally controlled colleges to systemic reform efforts in rural communities. RSI is a program implemented in 1994 by the National Science Foundation to improve science and mathematics education in rural areas. RSIs were established in regions with low population density where more than 30 percent of school-age children live in poverty.

improving schools from those in continuously declining schools. A self-study needs assessment instrument--the School Study of Writing Instruction--was developed for schools to assess their needs relative to the indicators. The instrument has four operational stages: conducting interviews with teachers, students, and administrators; writing a report framed around the 34 indicators; using the report in a faculty-wide session to rate the school on the indicators; and using the ratings to set priorities and plan actions for improvement of the writing program. This report describes the pilot testing of the instrument in one small Kentucky elementary school and the testing of parts of it by a few other entities. The pilot test assessed the value of the self-study for schools, the level of external facilitator assistance needed by schools, and the validity and reliability of the instrument. The self-study was successful for the pilot-test school, which was attributed to a faculty sense of ownership and to the school's customizing of the instrument. The whole process was completed in 5 weeks. Facilitator assistance was critical but was not needed constantly. Revisions are proposed to minimize threats to the instrument's validity and reliability. Appendices include parts of the instrument and evaluation materials. (Contains 21 references.) (SV)

ED 438 131   RC 022 259

Riley, Suzanne
Modeling and Simulation: PowerBoosting Productivity with Simulation.
PUB DATE- 99
NOTE- 15p.; Presentation at the Minnesota Government Technology Symposium (November 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; Community Development; *Computer Software; Economic Development; *Educational Benefits; Experiential Learning; High Schools; *School Business Relationship; *Simulation; Small Towns
IDENTIFIERS- *Minnesota (Southeast)

Minnesota high school students and teachers are learning the technology of simulation and integrating it into business and industrial technology courses. Modeling and simulation is the science of using software to construct a system within an organization and then running simulations of proposed changes to assess results before funds are spent. In partnership with PROMODEL Corporation, the Southeast Service Cooperative is helping schools and communities in primarily rural southeast Minnesota to develop partnerships that make local businesses more globally competitive. School teams work with a local business or agency to identify a system that the organization wants to analyze. It may involve solving an operational problem, designing a new facility, or simply exploring possible improvements. The team compiles data from the partner to construct an animated model of the system and then runs "what if" simulations. Students develop a variety of communication, research, and technology skills, as well as an understanding of their community's economic development. Teachers can integrate the program into existing classes or offer it as a separate class. This paper describes how a modeling and simulation project might work, lists hardware and software requirements and costs, briefly profiles school-community projects in

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alaska Natives; American Indian Education; *American Indians; College Students; Federal Aid; Higher Education; *Paying for College; *Student Financial Aid
IDENTIFIERS- ERIC Digests

This digest summarizes challenges that American Indian and Alaska Native students face in obtaining adequate postsecondary financial aid and describes general sources of aid for Native students. The number of Native college students is growing rapidly, but obtaining adequate financial aid is the most serious obstacle to completing postsecondary education. Difficulties and barriers related to financial aid include: (1) extreme, sometimes complete, lack of family resources; (2) bureaucratic and paperwork hurdles; (3) unrealistic requirements for student earnings, given the high unemployment in Native communities; (4) unacknowledged costs, such as moving expenses, medical and child care costs, and necessary trips home; and (5) Native distrust of non-Native institutional officials. General categories of student financial aid include grants, scholarships, work-study programs, and loans. The federal Office of Postsecondary Education is the most common source of aid for Native undergraduates, with 34 percent receiving some type of federal aid. Some federal programs are designed specifically for Native students but may stipulate specific fields of study. Most aid given by college financial offices is based on need. Merit scholarships make up less than 5 percent of all aid, but some colleges earmark merit scholarships for minority students. Suggestions are offered on how Native communities can assist students in the financial aid process. Five publications and 10 Internet sites on financial aid are listed. (Contains 13 references.) (SV)

ED 438 149 RC 022 307

Collins, Timothy; Hagerman, Robert
Cultural Resources for Mexican American Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Cultural Awareness; *Culturally Relevant Education; Educational Research; *Educational Resources; Elementary Secondary Education; Hispanic American Culture; *Instructional Materials; *Mexican American Education; Mexican American History; Mexican Americans; Multicultural Education; Multimedia Materials; Resource Materials
IDENTIFIERS- Chicano Studies; ERIC Digests; Latinos; Web Sites

Even though Mexican Americans are the fastest growing ethnic group in the United States, their history and literature receive limited attention in schools. Incorporating Mexican American culture and history into the curriculum should help minimize the cultural myopia characteristic of many students and the cultural alienation that may contribute to school failure by Mexican American students. This digest summarizes the contents of various helpful resources, most of which have Web sites providing extensive information or full-text

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Elementary Education; Elementary School Teachers; *Energy; *Gravity (Physics); *Mechanics (Physics); *Motion; Parents; Physics; Science and Society; Science Education; *Scientific Concepts; Scientific Principles

For a variety of reasons, too many adults--especially parents and teachers--feel inadequate in science, particularly in physics. This book represents an attempt to help parents and elementary school teachers strengthen their conceptual knowledge of physics. Cartoons are used throughout the reading to illustrate and reinforce concepts. This particular volume addresses the physics of motion. Chapters include: (1) "Being in Equilibrium"; (2) "Linear Motion"; (3) "Newton's Laws of Motion"; (4) "Momentum"; (5) "Energy"; (6) "Rotational Motion"; (7) "Gravity"; (8) "Projectile and Satellite Motion"; and (9) "On Science". (WRM)

ED 438 173 SE 063 174

Blank, Rolf K.; Langesen, Doreen
State Indicators of Science and Mathematics Education, 1999. State-by-State Trends and New Indicators from the 1997-98 School Year.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- 99
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Enrollment; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; National Surveys; Racial Differences; *Science Achievement; Science Education; Science Teachers; Sex Differences; State Standards; State Surveys; Tables (Data); Teacher Education; Teaching Conditions

Efforts to reform and restructure science and mathematics education should be based on a sound assessment of current conditions, the rate of improvement, and problems in the system. This report focuses on indicators of the condition of science and mathematics education at state and national levels. The 1999 report presents new state indicators from the 1997-98 school year and examines trends, by state, from 1990 to 1998 on indicators of student achievement, content and instruction, and context and conditions for teaching. Among the student achievement indicators, the study found that proficiency on the National Assessment of Educational Progress (NAEP) in mathematics had a significant improvement: the percentage of grade 8 students scoring at or above the proficient level was 23% at the national level, and 27% of students were at or above the proficient level in science at grade 8. Among the findings in the area of content and instruction, the study found that seven states had over three-fourths of high school students take three years of high school mathematics in 1998. The number of mathematics and science teachers rose in the 1990s in the area of teacher preparation and supply. In the area of conditions and context for teaching, it was found that in 35% of grade 4 classrooms, one computer is available for mathematics instruction, 29% have two or more computers learning, persuasion, reasoned choice, and delegation that is produced in the first part. The third part, which contains chapter 10 and an Afterword, describes the theories' and experiments' implications for the effect and design of political institutions. Chapter 10 examines democratic institutions from the United States and elsewhere and shows how they do or do not provide the context for successful delegation. The Afterword discusses how to reform institutions to stack the deck in favor of reasoned choice and successful delegation. Appendices to chapters 2, 3, and 5 are attached; extensive references, and both a subject and an author index are included. (BT)

ED 438 196 SO 030 838

Braun, Aaron, Ed.
Moroccan Civil Society: Historical Traditions and Contemporary Challenges. Journal of the 1998 Fulbright-Hays Seminar Abroad, June 25-July 29, 1998 (Morocco).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 79p.; For a related item from this Moroccan Seminar, see SO 030 839. Administered by the Moroccan-American Commission for Educational and Cultural Exchange, Rabat, Morocco.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Foreign Countries; *Global Education; Higher Education; *Non Western Civilization; Study Abroad; *Travel
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Morocco

This journal is a collaborative effort of the 1998 Fulbright-Hays Summer Abroad Program in Morocco. Each participant volunteered to record one, two, or more days of their seminar abroad in Morocco, and report on activities/lectures/travels/observations. It was hoped that this journal would provide a multi-voiced and multi-perspective document of the 5-week sojourn. The journal is divided into sections for each of 38 days of the seminar, and it ends with a few final reflections from some of the participants. (BT)

ED 438 197 SO 030 839

Moroccan Civil Society: Historical Traditions and Contemporary Challenges. Curriculum Projects of a Fulbright-Hays Seminar Abroad, June 25-July 29, 1998 (Morocco).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 303p.; For a related item from this Moroccan Seminar, see SO 030 838. Administered by the Moroccan-American Commission for Educational and Cultural Exchange, Rabat, Morocco.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Area Studies; *Curriculum Development; Foreign Countries; *Global Education; Higher Education; *Non Western Civilization; Social Studies; *World Literature
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Morocco

This collection of curriculum projects is the result of the participation of 15 teacher/authors in the 1998 Fulbright-Hays

ED 438 216 SO 031 332

Ahmann, Debi; Berkey, Jack; Bisenias, Mike; Christen, Tom; Dawley, Debby; Gallagher, Karen; Henry, Al; Johnson, Ruth; Kautzman, Darlene; Laskowski, Dina; Mowers, Erin; Netland, Arlys; Nix, Alice; Sheehan, Jim; Trotter, Maxine; Whitney, Paul; Vainonen, Dan

North Dakota Social Studies Standards. Draft in Progress, Spring 1999.

PUB DATE- 99

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; Benchmarking; Elementary Secondary Education; Public Schools; *Social Studies; *State Standards; Student Educational Objectives

IDENTIFIERS- National Social Studies Standards; *North Dakota

This document outlines the Spring 1999 draft of new social studies standards for the state of North Dakota. The standards in the document are based on previous North Dakota standards, national standards, and standards from other states. The primary reason for teaching social studies is to transfer and extend knowledge about the principles upon which the United States was founded, including the idea of liberty and justice for all, the uniqueness of freedom, and the opportunities provided in a democracy. Through discussion of the various sources and a consensus process, the document's writing team defined nine standards that reflect the various disciplines and the unique nature of North Dakota. These standards are: (1) Nature of History; (2) Political Institutions; (3) Economic Systems; (4) Social Studies Resources; (5) Role of the Citizen; (6) Geography; (7) Culture; (8) Sociology and Psychology; and (9) Sovereign Tribal Nations. Benchmarks, examples of specific knowledge supporting the benchmarks, and examples of activities supporting the standards and benchmarks are given for three different grade groupings of students: K-4, 5-8, and 9-12. (BT)

ED 438 217 SO 031 334

Wyoming Social Studies Content and Performance Standards.

PUB DATE- 99

NOTE- 97p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; Benchmarking; Elementary Secondary Education; Public Schools; *Social Studies; *State Standards; Student Educational Objectives

IDENTIFIERS- *Wyoming

The Wyoming Social Studies Content and Performance Standards were developed in the recognition that social studies is the integrated study of the social sciences and humanities to promote civic competence. The mission of social studies is to help young people develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. Students develop a core of knowledge and skills drawn from many academic disciplines, learn how to analyze their own and others' opinions on important issues, and become motivated to participate in civic and community life as active, informed citizens. Content and performance standards are identified for grade spans K-4, 5-8, and 9-12 with benchmarks at grades 4, 8,

Council for the Social Studies (19th, Orlando, FL, November 19-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Congruence (Psychology); Elementary Secondary Education; Higher Education; *Instructional Development; *Methods Teachers; Qualitative Research; *Social Studies
IDENTIFIERS- Instructional Support; *Personal Practical Knowledge; Reflective Analysis; *Transitional Activities

A study examined the processes associated with the transition of a classroom teacher from the elementary setting to the higher education setting. As integral elements of this transition, the study examined the participant's personal practical theories (PPT's) that guided his elementary teaching, the level of congruence between the PPT's and the participant's elementary and university practice, and the evolution of his PPT's as a result of his new instructional setting. The research design consisted of a qualitative case study analysis. Primary data collection consisted of field observations and formal interviews with the participant over a 5-month period. Secondary data sources included informal observations and interviews, audio recordings, artifact collections, other interviews, and the investigator's reflection record of his own theorizing of the transitional process he was experiencing. Results indicated multiple influences on the participant's instructional pattern as he made the transition from elementary to university setting. Although a high level of congruency was identified between the participant's PPT's and elementary practice, a lower level of congruency was identified between his PPT's and university practice. The lower level was due, in part, to the participant's perception of his new instructional task, his instructional experiences at the university level, the types of instructional support strategies provided by the university, and the participant's instructional planning at the university. Based on findings, an evolved set of PPT's was identified which guided the participant's university instruction. Three tables of data are appended. Contains 23 references. (Author/BT)

ED 438 238 SO 031 515

Saye, John W.; Brush, Thomas
Student Reasoning about Ill-Structured Social Problems in a Multimedia-Supported Learning Environment.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, DC.; Auburn Enlarged City School District, NY.; Auburn Univ., AL. Coll. of Education.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (79th, Orlando, FL, November 19-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black History; Comparative Analysis; High Schools; *Instructional Effectiveness; *Multimedia Instruction; Social Studies; *Student Reaction; Teacher Role; *United States History
IDENTIFIERS- *Learning Environments; Teaching Research; Technology Integration

This paper summarizes findings from a case study exploring high school students' responses to a technology-supported, problem-

ED 438 257　　SP 039 003

Blackwell, Peggy J.; Diez, Mary
Achieving the New Vision of Master's Education for Teachers. NCATE/NBPTS Partnership for Graduate Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Benchmarking; Faculty Development; Graduate Study; Higher Education; *Inservice Teacher Education; *Masters Degrees; *National Standards; Program Development; Program Evaluation; Teacher Improvement; Teachers
IDENTIFIERS- National Board for Professional Teaching Standards

This paper discusses issues regarding the continuum of teacher preparation, particularly related to the alignment between degree programs in institutions of higher education and the professional growth of teachers. Guided by interviews with faculty at institutions that are aligning their master's degrees with National Board for Professional Teaching Standards (NBPTS) standards, the paper presents an overview of the range of approaches taken, issues in higher education that facilitate or impede the process, and the role and impact of state policies. The paper argues for using benchmarking strategies rather than template approaches in redesigning master's programs for accomplished teachers. One underlying theme is whether or not master's degree programs that are being developed to respond to the system of national certification incorporate knowledge of practice in which practitioners believe. The paper examines a small number of programs, addressing the process and specific elements of their design, issues of faculty development and implementation, and evaluation of the programs and process. Finally, the paper poses questions and issues that faculties of education engaged in this process should consider. (Contains 22 references.) (SM)

ED 438 258　　SP 039 005

Blackwell, Peggy J.; Diez, Mary
Toward a New Vision of Master's Education for Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Benchmarking; Elementary Secondary Education; Enrollment Trends; *Faculty Development; Graduate Study; Higher Education; *Masters Degrees; Program Evaluation; Quality Control; Schools of Education; Teacher Improvement; Teachers
IDENTIFIERS- National Board for Professional Teaching Standards; *Professionalization

Master's degrees, as currently configured, offer teachers routes out of the classroom. The National Board for Professional Teaching Standards (NBPTS) is one of the efforts to address the current focus on teacher performance and preparation, and to

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; *Feedback; Higher Education; *Mentors; Preservice Teacher Education; Student Development; Student Teachers; Teacher Student Relationship; Teaching Skills
IDENTIFIERS- *Praxis Series

This study investigated whether training cooperating teachers using a Praxis III/Pathwise model to frame discussions on teaching and learning would enhance development of pedagogical skills, examining the effects of mentor training on student teachers' demonstration of 19 target criteria. Student teachers were randomly assigned to field experiences either in an experimental group that used Praxis III/Pathwise training for cooperating teachers or to a control group that employed a traditional supervision approach only for cooperating teachers. Student teachers received orientation to the Praxis III/Pathwise framework. All participants provided pre-assessment data during week 1 of student teaching via a videotaped lesson using Praxis III/Pathwise support tools. Student teachers met with cooperating teachers periodically for discussions on teaching and learning. Data were gathered at midpoint and at the end of student teaching. Cooperating teachers trained in the general principles and practices of mentoring and supervision with Praxis III/Pathwise to guide interactions have more positive impact on student teacher development than those with no training. There were areas within the framework where mentoring alone was not the factor primarily responsible for differences. (Contains 37 references, 5 tables, and 1 figure.) (SM)

ED 438 278 SP 039 028

Cole, Donna J.; Ramey, Linda
Joining Forces: A Collaborative Venture To Develop Exemplary Field Partnership School Sites.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (80th, Orlando, FL, February 12-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; Elementary Secondary Education; Faculty Development; Field Experience Programs; Higher Education; Inservice Teacher Education; Mentors; *Partnerships in Education; Preservice Teacher Education; Student Teachers; Student Teaching; Urban Schools
IDENTIFIERS- *Praxis Series

This paper describes a recent collaboration between a public university teacher education preparation program, a large urban school district, and a neighboring suburban school district. It highlights the professional experiences of teacher education interns who entered the field from prior professions or training. Candidates were immersed in an intensive 15-month program. Candidates had to learn and show proficiency in Praxis III domains and criteria. This collaboration resulted in the creation of several partnership school sites, which allowed direct placement of pre-service teachers with selected in-service teachers. Classroom teachers participated in professional development on mentoring pre-service teachers and models of clinical supervision, including Pathwise/Praxis assessment as well as other aspects of the educational setting, the principal needs to be open to change that includes technological advancement. The principal's role in building-level school reform is crucial for successful reorganization and curriculum development. (SLD)

ED 438 300   TM 030 609

Baloglu, Mustafa
A Brief Introduction to Structural Equation Modeling Techniques: Theory and Application.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Structural Equation Models; *Theory Practice Relationship

This paper provides theoretical and practical information about using structural equation modeling (SEM) techniques. The first section discusses the theory of SEM, including five general steps: (1) model specification; (2) model identification; (3) model estimation; (4) testing model fit; and (5) model respecification. The second section applies these steps to an empirical example using data from a Federal Emergency Management Agency study of the effectiveness of stress debriefings. (Contains 4 figures and 40 references.) (Author/SLD)

ED 438 301   TM 030 610

Cole, Donna J.; Ryan, Charles W.; Kick, Fran; Mathies, Bonnie K.
Portfolios across the Curriculum and Beyond. Second Edition.
PUB DATE- 00
NOTE- 107p.; For the first edition, see ED 389 759.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; Educational Administration; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Instructional Effectiveness; Performance Based Assessment; *Portfolio Assessment; Professional Development; Student Evaluation; Summative Evaluation; Teaching Methods; Test Construction; Test Use
IDENTIFIERS- *Authentic Assessment; Process Measures

This updated guide to using portfolios in educational assessment incorporates current teaching practices and new technology. The portfolio is defined as a systematic and organized collection of evidence used by the teacher and the student to monitor the growth of the student's knowledge, skills, and attitudes. The guide offers: (1) clear objectives; (2) a rationale for each alternative to traditional assessment practices; (3) portfolio guidelines by grade and subject; and (4) current technology for enhancing portfolio implementation. Five resource chapters contain discussions of issues in portfolio development, the portfolio conference procedure and report, and an electronic portfolio template and an annotated bibliography. (Contains 36 references.) (SLD)

ED 438 302   TM 030 611

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; Research Methodology; *Statistical Significance
IDENTIFIERS- *Confidence Intervals (Statistics)

This paper summarizes information leading to the recommendation that statistical significance testing be replaced, or at least accompanied by, the reporting of effect sizes and confidence intervals. It discusses the use of confidence intervals, noting that the recent report of the American Psychological Association Task Force on Statistical Inference suggested that confidence intervals should always be reported. (Contains 28 references.) (Author/SLD)

ED 438 325 TM 030 642

Dings, Jonathan; Gong, Brian; Kingston, Neal
KIRIS Accountability Cycle I Technical Manual. Based on the Analysis of Data from the 1991-92 through 1993-94 School Years.
PUB DATE- 95
NOTE- 350p.; For the Cycle 2 Technical Manual, see TM 030 643.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Accountability; *Educational Assessment; Educational Change; Elementary Secondary Education; *Psychometrics; Scoring; State Programs; *State Standards; Test Construction; Test Use; Testing Problems; *Testing Programs; Validity
IDENTIFIERS- Kentucky; *Kentucky Instructional Results Information System; Test Specifications

This technical manual provides all major existing information about the technical characteristics of the Kentucky Instructional Results Information System (KIRIS). The assessment component of the Kentucky Education Reform Act Accountability System was in use between 1991-92 and 1993-94 and was referred to as Cycle One. Two sets of test specifications were used to develop the KIRIS assessments. A subset of the 57 academic expectations that explicate four of Kentucky's six learner goals forms one set of the specifications, and a modification of the content framework of the National Assessment of Educational Progress forms the other. Sections of the manual, which traces the development of the tests and discusses their psychometric characteristics, are: (1) "Context"; (2) "Test Development and Item Analysis"; (3) "Administration, Scoring, and Reporting"; (4) "Generalizability"; and (5) "Appendices." Eight appendixes contain supplemental information and some forms used in the KIRIS. (Contains 175 tables and 6 figures.) (SLD)

ED 438 326 TM 030 643

Dings, Jonathan
KIRIS Accountability Cycle 2 Technical Manual. Based on the Analysis of Data from the 1992-93 through 1995-96 School Years.
PUB DATE- 97
NOTE- 337p.; For the Cycle 1 Technical Manual, see TM 030 642.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Accountability; *Educational

by state, with states in the South tending to have lower median family income than states in the Northeast or Midwest. States with lower average incomes available to children naturally tend to have higher child poverty rates, and these are also the states that tend to have the most inequality in child economic well-being. Findings suggest that even these states may have resources that can be brought to bear on the needs of their poorer children. One option might be introducing or increasing an earned income tax credit. (SLD)

ED 438 347 UD 033 311

Burt, Martha R.; Aron, Laudan Y.; Douglas, Toby; Valente, Jesse; Lee, Edgar; Iwen, Britta
Homelessness: Programs and the People They Serve. Summary Report. Findings of the National Survey of Homeless Assistance Providers and Clients.
PUB DATE- 99
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disadvantaged Youth; Federal Government; *Homeless People; National Surveys; Preschool Education; Program Descriptions; Program Effectiveness; *Social Services; *Urban Areas; Welfare Recipients

The National Survey of Homeless Assistance Providers and Clients (NSHAPC) was conducted to provide information about the providers of homeless assistance services and the characteristics of homeless clients who use them. This survey was conducted for use by federal agencies and other interested parties responsible for administering homeless assistance programs. The NSHAPC selected a sample of 76 geographic areas to represent the entire Untied States, including the 28 largest metropolitan statistical areas (MSAs), 24 small and medium-sized MSAs, and 24 groups of rural counties. Information was gathered on 16 types of homeless assistance programs. Fifteen percent of homeless clients are part of family households, with one or more children under age 18. Thirty-four percent of homeless service users are members of homeless families, and 23 percent are minor children. Of homeless families with children, 52 percent received benefits from the Aid to Families with Dependent Children program. Forty-five percent of homeless children of preschool age attend preschool, and 93 percent of homeless children attend school regularly. This report presents detailed information about homeless clients and the availability of services. One appendix lists the sampling areas, and the other describes the 16 types of programs studied. (Contains 41 figures, 24 tables, and 31 references.) (SLD)

ED 438 348 UD 033 312

Fix, Michael, Ed.; Turner, Margery Austin, Ed.
A National Report Card on Discrimination in America: The Role of Testing. Proceedings of the Urban Institute Conference (Washington, DC, March 1998).
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC. Office of Policy Development and Research.
PUB DATE- 98
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

France, and Sweden" (S. McLanahan and I. Garfinkel). Part 3, "Youth Labor Market Policies," includes: (11) "Is There a Problem With the Youth Labor Market, and If So, How Should We Fix It?" (P. Osterman); (12) "Apprentice Training in Germany: The Experiences of the 1980s" (B. Casey); (13) "Special Measures to Improve Youth Employment in Italy" (E. Pugliese); and (14) "Postindustrialization and Youth Unemployment: African Americans as Harbingers" (T. Duster). Part 4, "Minorities in Advanced Industrial Countries," includes: (15) "Divergent Destinies: Immigration, Poverty, and Entrepreneurship in the United States" (A. Portes and M. Zhou); (16) "The Impact of Economic Change on Minorities and Migrants in Western Europe" (I. Gordon); (17) "The Comparative Structure and Experience of Urban Exclusion: 'Race,' Class, and Space in Chicago and Paris" (L. Wacquant); (18) "Immigration, Marginality, and French Social Policy" (S. Body-Gendrot); (19) "Poverty, Immigration, and Minority Groups: Policies toward Minorities in Great Britain" (C. Brown); and (20) "Ethnic Minorities in the Netherlands" (J. Veenman). Part 5, "The Future of Social Policy," includes: (21) "Trampolines, Safety Nets, or Free Fall? Labor Market Policies and Social Assistance in the 1980s" (K. McFate); (22) "The Social Question" (H. Heclo); and (23) "Poverty, Social Rights, and the Quality of Citizenship" (R. Lawson and W. Wilson). (SM)

ED 438 367   UD 033 335

Building Capacity for School Renewal: Principles of the Alliance for Achievement Model.
PUB DATE- 97
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Change Strategies; College Bound Students; *College Preparation; College School Cooperation; Community Colleges; Cooperative Planning; Data Collection; *Educational Change; Educational Improvement; High Schools; Leadership; Middle Schools; Program Development; Public Education; School Community Relationship; Teamwork; Two Year colleges
IDENTIFIERS- *School Renewal

MDC, Inc.'s Alliance for Achievement was a 4-year school change demonstration aimed at encouraging more students to continue their education beyond high school by linking middle schools, high schools, and community colleges into a unified continuum. Implemented in six southern communities, it focused on increasing minority and low-income student enrollment in high-level high school courses; ensuring that secondary students develop a clear understanding of the connections between school, college, and career; and forging collaborative ties among schools, community colleges, and local businesses to promote the first two objectives. This report describes nine premises that MDC considers fundamental to successful capacity building: develop teams to work with all levels of the system; develop strong team skills; provide an empowering paradigm; focus on critical values and their implication for action; link diagnosis, planning, and implementation; equip people with survival skills; build in tangible incentives for change; dignify the learning process; and offer technical support during implementation. The paper also examines MDC's Moving

Wilson); (11) "Successfully Merging onto the Information Super-Highway" (Tasha Lebow and David Dugger); and (12) "Recommended Resources for Computer Equity at School" (Eleanor Linn and Ted Wilson). (SLD)

ED 438 386 UD 033 359

AdvoCasey: Documenting Programs That Work for Kids and Families, 1999-2000.
PUB DATE- 00
NOTE- 114p.; Issued three times per year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Charter Schools; *Child Welfare; Educational Administration; Elementary Secondary Education; Foreign Countries; Foster Care; Foster Family; *Job Training; *Juvenile Justice; Low Income Groups; Prevention; Program Descriptions; State Programs; Tax Credits; Therapy; *Urban Schools; Urban Youth; *Violence; Welfare Recipients
IDENTIFIERS- Canada; Iowa; Massachusetts; Minnesota; *Reform Efforts; Texas; *Welfare Reform

This periodical provides accessible, in-depth profiles of programs and policies that have made measurable differences in the lives of children and families. A particular focus is on initiatives that have helped reform child-serving institutions and systems and that have strengthened the physical infrastructure, economic vitality, and social fabric of distressed neighborhoods. Although coverage is not limited to projects funded by the Annie E. Casey Foundation, such projects predominate because of the detailed information available. The first issue contains the following articles: (1) "Decat in the Hat: Iowa's Successful First Step toward Devolving Resources, Responsibility, and Accountability for Child and Family Outcomes" (Bill Rust); (2) "'Becky': A Case Study in Wraparound Services"; (3) "Punish 'Em, Fix 'Em, Make 'Em Go Away: Multisystemic Therapy Has a Better Idea" (Patrice Pascual); (4) "Promises To Keep: Autonomy and Accountability in Massachusetts Charter Schools" (Bill Rust); (5) "Organizing for Education: The Alliance Schools in Texas" (Patrice Pascual); (6) "A Tale of Two Cities: The Jobs Initiative in Milwaukee and St. Louis" (Michael deCourcy Hinds); and (7) "Research and Evaluation Notes: Recent Evaluations of Initiatives That Improve Child and Family Outcomes, Reform Institutions, and Strengthen Communities." The second issue contains the following articles: (1) "'Above Average' Welfare Reform: The Minnesota Family Investment Program" (Bill Rust); (2) "New Hope for Low-Income Workers: Improving Economic and Child Outcomes in Milwaukee" (Bill Rust); (3) "Canadian Doubles: Employment, Income, and Other Impacts of the Self-Sufficiency Project" (Bill Rust); (4) "Tax Relief for Working Poor Families: State Earned Income Tax Credits" (Bill Rust); and (5) "Assessing Welfare Reform: Recent Reports from the Urban Institute" (Michael deCourcy Hinds). The third issue includes: (1) "More Foster Families, Fewer Children Entering Care: Rebuilding Family Foster Care in Cuyahoga and Anne Arundel Counties" (Patrice Pascual); (2) "The Graduates: The Casey Family Services Alumni Study" (Kristin Coffey); (3) "'Quitting a Beef': A Violence-Free Zone in Washington, D.C." (Rose Gutfeld); and (4) "Juvenile Jailhouse Rocked: Reforming Detention in Chicago, Portland, and Sacramento" (Bill Rust). (SLD)

ED 438 387 UD 033 361

universal breakfast programs. The guide's sections cover: (1) a description of the School Breakfast Program; (2) the importance of breakfast; (3) the importance of universal free school breakfast programs; (4) how a universal school breakfast program works; (5) advantages of universal school breakfast programs (improves academic outcomes, removes stigma, raises awareness and participation, improves attendance and behavior, improves nutritional status, increases reimbursements, and reduces administrative burden); (6) getting started; (7) gaining support; and (8) program suggestions and promotional methods (promotions, transportation, staff, and creative service systems). Appendices cover alternative reporting methods, states with financial incentives, and calculating breakfast costs. (Contains 24 references.) (EV)

ED 438 021 PS 027 720

Greenes, Carole
Ready To Learn: Developing Young Children's Mathematical Powers.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Mathematical Concepts; Mathematics; *Mathematics Activities; Mathematics Curriculum; *Mathematics Instruction; Mathematics Skills; Number Concepts; Patterns in Mathematics; Preschool Education; Spatial Ability
IDENTIFIERS- Permutations; Shapes

What should constitute a preschool mathematics program for children ages 3 and a half to 5 years? What mathematical ideas could youngsters explore? This paper discusses six broad mathematical concepts for investigation by preschoolers: number, space and location, shape, patterns, measurement, and permutations. For each big idea, activities are presented that illustrate aspects not traditionally offered to preschoolers. These activities are designed to enlarge children's understanding of mathematics and stimulate them to make conjectures, formulate their own problems, make decisions and predictions, discover ways to keep records of their experiments, and talk about their observations. There is no specific age designated for each activity. Following an exploration of these mathematical concepts and activities, the paper discusses the nature and importance of representation and communication in mathematics learning, and the role of the teacher. The paper concludes by noting that in order to facilitate young children's mathematical development, the preschool mathematics curriculum should be changed from a collection of unrelated activities to a cohesive development of the important ideas of number, space and location, shape, patterns, measurement, and permutations. These explorations should be designed to relate to children's daily experiences and current interests. (Contains 13 references.) (EV)

ED 438 022 PS 027 919

Pascal, Christine; Bertram, Tony
The Effective Early Learning Project: The Quality of Adult Engagement in Early Childhood Settings in the UK.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual EECERA (European Early

chapter begins with an introduction to the curriculum area, its importance, how it is learned, and how that learning can be facilitated through the use of digital technology. The chapters present sample lesson plans that list plan objectives, detailed descriptions of the project, and extension opportunities for small groups, independent explorations, one-on-one instruction, and family involvement. Each chapter ends with a checklist for tracking student progress. (SD)

ED 438 040 PS 028 224

Haack, Peggy
Family Child Care Peer-to-Peer Exchange: A Policy Briefing, December 10-12, 1998.
PUB DATE- 99
NOTE- 21p.; "With special thanks to the John Merck Fund."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Change Strategies; *Day Care; Early Childhood Education; *Family Day Care; *Public Policy; Public Support; *Young Children
IDENTIFIERS- Availability (Programs and Services); *Child Care Costs; *Day Care Quality; State Policy; Subsidized Child Care Services; Welfare Reform

In December 1998, the Ms. Foundation for Women brought together four grantee organizations for an exchange about their work, struggles, accomplishments, and visions for a stronger U.S. family child care system for the 21st century. Four interrelated areas were addressed: (1) family child care, welfare reform, and the rise of public funding for informal care; (2) defining high-quality family child care; (3) financing the child care system; and (4) building a base of support for social change. Recommendations include the following. All efforts to place women in transition from welfare to work in child care employment must include the supports needed to create good family child care jobs with a family-supporting income. Providers must be engaged in the definition of program quality. State monitoring must be equal and fair among all programs. A greater public investment in child care is needed to assure a self-sufficiency income for all providers and access to quality child care for all families. Tax credit for child care must be coupled with increased parent eligibility for subsidized care and reimbursement rates to providers that are based on the full cost of providing quality services. The creation of family child care linkages requires a level of funding that is able to build the base of support and power among providers. Efforts to engage family child care providers in demanding what they deserve from public child care policy need to be strengthened, especially in marginalized communities. (Contains 12 references.) (KB)

ED 438 041 PS 028 230

Healy, Jane M.
Failure To Connect: How Computers Affect Our Children's Minds--for Better and Worse.
PUB DATE- 98
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

in ways children can see and understand; (5) realize what a child must know and be able to do to live by a value; (6) understand the developmental steps a child must go through to live by a value; and (7) recognize opportunities to teach values. The book's chapters are: (1) "Living with Values"; (2) "What Are Your Values?"; (3) "How Do Children Acquire Values?"; (4) "Values Can Guide Family Life"; (5) "Basic Needs Affect Learning"; (6) "Readiness To Learn Values"; (7) "Considering Temperament Patterns"; (8) "Working with Learning Styles"; (9) "Resolving Conflicting Values"; and (10) "Teenagers Need Values To Test." The book's concluding materials include analyses of 12 values. The analyses contain a definition of the value, behavior reflecting the value, knowledge and skills needed, insights about the value, whether the value is present at birth, how to teach or preserve the value for children of different age levels, influences on learning the value, and reflections about the value. Also included in the end material is a collection of exercises, a "Family Guide to Parenting with Values in Mind." These are: (1) identifying my values; (2) identifying my parenting partner's values; (3) analyzing a value; (4) resolving my conflicting values; and (5) resolving conflicting values between my partner and me. (Contains 13 resources.) (EV)

ED 438 059 PS 028 259

Fagnoni, Cynthia M.
Child Care: How Do Military and Civilian Center Costs Compare? United States General Accounting Office Report to Congressional Requesters.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Benchmarking; *Comparative Analysis; *Cost Estimates; *Day Care; *Day Care Centers; Early Childhood Education
IDENTIFIERS- Air Force; *Child Care Costs; Department of Defense; *Military Day Care; National Association Educ of Young Children

The Department of Defense's (DOD) child development program has been identified as a model for the rest of the nation. To provide a benchmark cost estimate for Congress as it addresses child care issues, this report identifies the objectives of the military child development program, describes its operation, determines the full costs of DOD centers and the cost per child-hour for center-based care, and compares this cost with the full cost of comparable quality civilian child care. Only Air Force child development centers were included because the Air Force was the only service whose centers had all met the accreditation standards of the National Association for the Education of Young Children. Cost estimate data came from the Air Force and other government sources and child development centers. Cost estimates for civilian child care centers came from a study of 150 centers identified as providing high-quality care out of a sample of 401 centers in 4 states. The military program's primary objective is to help families balance competing demands of family and military responsibilities by providing high-quality child care at affordable rates. Caregivers have comprehensive child development training and receive salaries meeting prescribed minimum levels. The Air Force's cost of operating its centers was $81.4 million in fiscal year 1997, with an estimated cost per child-hour of $3.86. When adjusted for age distribution of

Satisfaction
This study sought to answer three questions: (1) Do parents with children below 3 years of age expect fewer educational components in day care than parents with children age 3 and above? (2) Do parents expect the staff of day care services to be professionals? and (3) Do parents' expectations match policy makers' intentions? Surveys were administered to 100 parents with children in day care in Sydney, Australia, and interviews were conducted with 4 day care professionals with various administrative and policy-making roles. Findings showed that parents expected a substantial educational component to day care, whether their children were under or over age 3. Parents expected both care and education for their children and expected a reasonable level of staff professionalism and qualification. The day care professionals generally indicated that parents perceive the major function of day care as caregiving, with children under age 3 needing more caregiving than education. The study concludes that there is a mismatch between what parents want and what they get, and that policy makers and day care providers should move services more in line with parents' expectations. (Contains 38 references.) (EV)

ED 438 077 PS 028 279

Steelsmith, Shari
Go to Your Room! Consequences That Teach.
PUB DATE- 00
NOTE- 163p.; Co-published by Raefield-Roberts, Publishers, 25415 Bellview St., Hemet, CA 92544.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Adolescent Behavior; Behavior Change; Behavior Problems; *Change Strategies; Child Behavior; *Child Rearing; *Children; Discipline; Early Adolescents; *Parent Child Relationship; Parenting Skills; *Parents
IDENTIFIERS- *Consequences; *Logical Consequences; Natural Consequences
Parents' use of logical consequences to their children's misbehavior can be an effective component of child rearing. Noting parents' need for a resource providing information on effective consequences, this book discusses the importance and use of consequences as a guidance tool for parents to use with children. The book lists common misbehaviors in children ages 3 to 14 years and several learning-oriented consequences for those behaviors, and offers tips on delivering the consequences and following through. Chapter 1 discusses rules and why children break them. Chapter 2 describes different types of consequences, the use of rewards, and consequences to avoid. Chapter 3 concerns the selecting of the right consequence for an individual child. Chapter 4 addresses delivering the consequence and following through. Chapter 5 presents specific logical consequences for common misbehaviors, including arguing with parents, begging at stores, dawdling, cutting classes, neglecting self care, and whining. Chapter 6 provides guidelines for planning for a recurring behavior problem. (Contains 31 references.) (KB)

ED 438 078 PS 028 280

Kurcinka, Mary Sheedy

Safety and Health; Research Needs; Research Problems; Social Change

Child labor remains one of the most controversial challenges at the end of the 20th century. Approximately 250 million children in developing countries work either full- or part-time. Child labor is not confined to less-developed countries, as economic transitions bring shifts in the prevalence and nature of child labor. Throughout the world, occupational injury and mortality rates for children exceed those of adults. Yet, data on the extent of child labor and the associated burden of injury and disability are often of poor quality. An estimated 6 million work-related injuries occur among children that result in 2.5 million disabilities and 32,000 fatalities each year. Using data derived from the Global Burden of Diseases Study (GBDS), estimates of child occupational mortality rates by region were found to be comparable with adult mortality rates, indicating that the conditions in which children work are as dangerous as, or more dangerous than, those in which adults work. Using either the human capital or willingness-to-pay calculations, estimates of economic impact of child labor-related mortality can be made. Depending on the estimate method used, the annual cost of child labor-related mortality in India, for example, lies between 101 million and 2.43 billion U.S. dollars. Intervention to reduce the societal and economic impact of child labor can be directed at either reducing the supply and demand for child labor or by maximizing the best possible health outcomes for children. Addressing properly the global problems of child labor requires an aggressive research agenda directed toward improving the quality of the data, improving monitoring and surveillance, understanding implications of the changing nature of work, understanding social and institutional issues, and identifying innovative intervention solutions. (Contains 84 references.) (HTH)

ED 438 096   PS 028 302

Xie, Qing; Young, Mary Eming
Integrated Child Development in Rural China.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Child Development; *Children; Foreign Countries; Parent Education; Preschool Education; *Rural Areas
IDENTIFIERS- *China; *Early Childhood Development Programs

Since two thirds of the country's children reside in the countryside, improving child development services in rural areas is one of China's most pressing concerns. This report details the current situation of children in rural and urban China and identifies problems related to child development. The report also presents evidence of the effect of investment in interventions targeted to the early years, assesses the socioeconomic development of such investment, and outlines a program of interventions in both health and education to improve the outcomes for children in rural China. The proposed program calls for an information campaign to educate rural parents about infant care and development, preparation of children for school, and adequate and appropriate nutrition for young children. Interventions in the early years of life (ages 0-6) have the best chance of permanently enhancing children's cognitive skills, personality, and social attitudes and

The role of institutions of higher education in these efforts has been in areas of pre-service training to student teachers, leadership in curriculum development efforts, and research. Four RSIs in Indian country are the Alaska Native Rural Education Consortium, the Tribal College RSI, the Navajo Nation RSI, and the UCAN RSI. Associated tribal community colleges and universities are listed for each RSI. Assessment criteria for these projects have centered on "drivers" of reform: implementation of comprehensive standards-based curricula; policy development; resource convergence; broad-based support from parents, policymakers, institutions of higher education, business, and community; student achievement; and equity. The report highlights the efforts of the Alaska RSI, which encompasses over 200 remote, indigenous communities in its 586,000 square miles. The success of this project has evolved from the active participation of Native teachers and scholars, who have stimulated integration of traditional ways of knowing in curriculum development. In addition, projects have been successful in using distance learning strategies through institutions of higher education to link the delivery of services, particularly professional development, to remote communities. Costs and community benefits of RSIs are briefly discussed. (LP)

ED 438 114 RC 022 236

Skouras, Thomas J.
Native American Indians and the Counseling Process: Culture, Adaptation, and Style.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Culture; *American Indians; Counseling; *Counseling Techniques; *Counselor Client Relationship; Cultural Awareness; *Cultural Differences; *Intercultural Communication; Mental Health; Traditionalism
IDENTIFIERS- *Cross Cultural Counseling; *Native Americans; Traditional Healing

Native Americans constitute a significant population that is growing and has great need for mental health and counseling services. Social problems in Native communities include high rates of alcoholism, alcohol-related deaths, drug use, youth suicide, and sexually transmitted diseases. Despite their mental health needs, Native Americans are seriously underserved by the mental health professions, particularly psychology. Given the shortage of Native psychologists and counselors, non-Native counselors will be serving Native Americans and should have a basic understanding of their history, present status, and general ideas about traditional healing. However, the Native American population is extremely varied. A major variable is an individual's level of traditionalism versus acculturation to mainstream American society. Some Native ideas about traditional healing include the importance of a harmonious relationship with all of creation, emphasis on spirituality, and a holistic approach that mobilizes family and community to support the individual. Suggested approaches and strategies include providing a counseling orientation at the first session that explains the mutual responsibilities of counselor and client, maintaining trustworthiness, learning about tribal background, avoiding insight-oriented therapies, focusing on behaviors rather than emotional states, being aware

Minnesota small towns, outlines program benefits and relevance to Minnesota graduation requirements, and provides contact information. A Power Point slide presentation provides additional information. (SV)

ED 438 132 RC 022 260

Stringfield, Sam, Ed.; Ross, Steven, M., Ed.; Smith, Lana, Ed.
Bold Plans for School Restructuring: The New American Schools Designs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 341p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Educational Change; Educational Innovation; Educational Principles; Educational Strategies; Elementary Secondary Education; *Holistic Approach; *Instructional Design; Program Descriptions; Program Design; Program Implementation; *School Restructuring
IDENTIFIERS- *New American Schools

In 1991, the New American Schools (NAS) Development Corporation was founded by a group of business and foundation leaders interested in investing in innovative designs for school transformation. This book describes the first 3 years of development and evaluation of 9 NAS whole-school restructuring designs. The designs were very diverse, as were their implementation sites, which included many small schools, some very large urban schools, and schools serving American Indian students. Following an introduction, "Bold Plans for School Restructuring: Nine Designs from New American Schools" (Sam Stringfield, Steven Ross, Lana Smith), the chapters are: (1) "Sharing the Vision: Creating New American Schools" (David T. Kearns, John L. Anderson); (2) "Audrey Cohen College System of Education: Purpose-Centered Education" (Audrey Cohen, Janith Jordan); (3) "ATLAS Communities: Authentic Teaching, Learning, and Assessment for All Students" (Cynthia J. Orrell); (4) "The Co-NECT Design for School Change" (Bruce Goldberg, John Richards); (5) "The Expeditionary Learning Outward Bound Design" (Meg Campbell, Emily Cousins, Greg Farrell, Mieko Kamii, Diana Lam, Leah Rugen, Denis Udall); (6) "The Modern Red Schoolhouse" (Rob Heady, Sally Kilgore); (7) "Reform at All Levels: National Alliance for Restructuring Education" (Robert Rothman); (8) "Roots and Wings: Universal Excellence in Elementary Education" (Robert E. Slavin, Nancy A. Madden, Barbara A. Wasik); (9) "Community Learning Centers" (Wayne B. Jennings); (10) "Los Angeles Learning Centers: An Initiative of Los Angeles Unified School District, United Teachers Los Angeles, and Los Angeles Educational Partnership" (Judy Johnson, John McDonald); and (11) "Lessons Learned: RAND's Formative Assessment of NAS's Phase 2 Demonstration Effort" (Susan Bodilly). (Contains contact information for New American Schools and Design Teams, along with reference notes in some chapters and an index.) (SV)

ED 438 133 RC 022 261

Jordan, Elizabeth
Traveller Pupils and Scottish Schools. SCRE Spotlights 76.
PUB DATE- 00

documents. Five research-related resources include on-line library collections, a multimedia encyclopedia, a virtual reference desk, and a national guide to rural Latino resources. Seven curriculum items include a public television series on Mexican American history, on-line collections of Mexican American art and culture, on-line teacher resources, a book chapter, and a Spanish-language Web site on Mexican cultural resources. Three publishers focus on bilingual and Spanish-language children's books and on books by and about U.S. Hispanics. Three Web sites feature Latino news, current events, popular culture, and links to student resources on Hispanic and indigenous heritage. (Contains 18 resources.) (SU)

ED 438 150 RC 022 308

Murray, Yvonne I.; Velazquez, Jose
Promoting Reading among Mexican American Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescent Literature; Books; *Childrens Literature; *Culturally Relevant Education; Educational Strategies; Elementary Secondary Education; *Mexican American Education; Mexican American Literature; Mexican Americans; Reading Material Selection; *Reading Materials; *Reading Motivation
IDENTIFIERS- ERIC Digests

Good books can help children develop pride in their ethnic identity, knowledge about cultural history and positive role models, and improved self-esteem. However, Mexican American students often do not experience literature in this way. This digest briefly reviews Mexican American children's literature, recommends classroom strategies, provides literature selection guidelines, and suggests reading lists for various grade levels. Before 1990, few children's books with Mexican American themes were published. The past decade has seen increased dissemination of minority literature and national recognition of Mexican American authors. Using effective classroom strategies and selecting the best literature for particular groups of students are key to promoting reading among Mexican American students. Ten strategies help teachers to expand their own knowledge of available literature, influencing school district choices, incorporating multicultural readers and trade books, and involving parents and local Mexican American authors. A checklist provides nine guidelines for selecting appropriate classroom literature. A total of 67 books are recommended in the following age categories: grades pre-K-3, grades 4-6, grades 7-9, and grades 10-12. (Contains 15 references.) (SU)

ED 438 151 RC 022 309

Roberts, Nina S.; Rodriguez, Donald A.
Multicultural Issues in Outdoor Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99

available, and only 6% have no computers available. Appendices provide more detailed data and information by state. (Contains 72 references.) (ASK)

ED 438 174 SE 063 179

Abouchedid, Kamal; Nasser, Ramzi
The Role of Presentation and Response Format in Understanding, Preconceptions and Alternative Concepts in Algebra Problems.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; High Schools; Higher Education; *Mathematics Education; Misconceptions; *Word Problems (Mathematics)
IDENTIFIERS- *Representations (Mathematics)

Research indicates that students have great difficulty solving certain algebra word problems. These solutions, moreover, appear to be due to some situational factors characteristic of algebra problems, e.g., presentation and response format. This study investigates students' preconceptions, post facto alternative concepts based on key features of the presentation, and response modes in algebra problems. Sixteen problems were constructed and administered among college and secondary school students. Based on the reading of the literature and analysis of responses, two types of errors were identified: reversal and qualitative errors. By cross-checking these errors with the presentation and response format, and by integrating the performance results of the algebra problems, the causes and types of errors were identified as being either pedagogical (formal) or intuitive. (Contains 23 references.) (Author/NB)

ED 438 175 SE 063 193

Spry, William J.
A New Interpretation of the Transport and Erection of Large Obelisks by Ancient Egyptian Engineers or Englebach Revisited.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Archaeology; *Engineering; Foreign Countries; Higher Education; *Science History
IDENTIFIERS- Egypt

In the teaching of archaeology at the university level there is often conflict between the engineer and the humanist when looking at archaeological evidence. Nowhere is this more clear than in considering the very old puzzle of how ancient Egyptian engineers transported and erected huge stone obelisks using only human labor. The humanist, whose views are presently more popular, tends to look at large numbers of people--possibly war prisoners or slaves--pulling on ropes. The engineer, considering the forces involved, dismisses this approach as totally impractical. The university instructor may well be in the middle. This paper, therefore, proposes a new interpretation of the continuing puzzle about the methods used by ancient Egyptian engineers to transport and erect large obelisks while using only humans as the source of power. It provides an engineering approach which is tied to the archaeological background of the subject matter. Specifically, seminar in Morocco. Projects in the collection focus on various topics in Moroccan society. The following curriculum projects are outlined in the collection: "Studies in African Cultures: A Course Syllabus" (Dinker I. Patel); "Islam in Morocco" (L. Michael Lewis); "Notes on Seminar Presentations" (Mary Tyler); "The Lands of North Africa: Focus on Morocco" (Ajile Aisha Amatullah-Rahman); "Morocco: Out of This World" (Lurana Amis); "Islamic Art and Architecture" (Betty Lau): "Morocco: Sight, Sound, and Taste" (Alba De Leon); "An Open Letter Response to Fatima's Journal Entry" (Aaron Braun); "The Moroccan Eye: An Introduction to Modern Moroccan Literature" (Elizabeth Moose); "The Year of the Elephant by Leila Abouzeid: A Case for Inclusion" (Ann Fey); "Individual Projects on Morocco for Senior High School Students" (Jerome A. Kaminski); "Moroccan Politics and Society" (Timothy J. Schorn); "Early Middle Eastern and North African Civilizations: A Course Syllabus" (Jacob Abadi); "Bargaining in the Traditional Market" (Peter Hess); and "An Introduction to Sociology: A Course Syllabus" (John A. Cabe). (BT)

ED 438 198 SO 030 905

Bolger, Benjamin
The Invention Factory: Thomas Edison's Laboratories. Teaching with Historic Places.
PUB DATE- 99
NOTE- 27p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; Historic Sites; *History Instruction; *Inventions; *Laboratory Experiments; Middle Schools; Primary Sources; *Research and Development Centers; Secondary Education; Social Studies; Technological Advancement; *United States History
IDENTIFIERS- Biodata; *Edison (Thomas); National Register of Historic Places

This lesson explores the group of buildings in West Orange, New Jersey, built in 1887, that formed the core of Thomas Edison's research and development complex. They consisted of chemistry, physics, and metallurgy laboratories; machine shop; pattern shop; research library; and rooms for experiments. The lesson explains that the prototypes (ideas for alkaline batteries, recorded music, motion pictures) Edison developed in his laboratories were transformed into marketable products in an adjacent factory complex he began building in 1888. The lesson is based on the National Register of Historic Places registration file, "Edison National Historic Site," the archives maintained at the site, and other materials about Edison and his laboratory. The material can be used in teaching units on the industrialization of the United States, the development of science and technology, or social change in the United States during the late 19th and early 20th centuries. Students discover how Edison systematized the process of inventing, allowing for the rapid development and production of inventions that improved the lives of millions. The teaching activities include: (1) "West Orange, N.J."; (2) "Edison's Laboratory Complex, 1887"; (3) "Edison's Laboratory Complex, c. 1914"; (4) "The Creation of the Research and Development Laboratory"; (5) "Edison and Popular Culture"; (6) "Edison and Batteries"; (7) "The Laboratory Complex"; (8) "The Chemistry Laboratory"; (9) "Edison's Library"; (10) "Edison and the Phonograph"; and (11) "Phonograph/kinetoscope Parlor, 1895";

and 11. These social studies standards serve as a framework for K-12 program design in Wyoming and provide student performance expectations to guide teachers as they design instructional strategies. The standards do not prescribe curriculum, courses, or instructional methodology but are provided to assist schools and communities in developing and strengthening curriculum. The standards are organized into seven major strands: (1) Citizenship, Government, and Democracy; (2) Culture and Cultural Diversity; (3) Production, Distribution, and Consumption; (4) Time, Continuity, and Change; (5) People, Places, and Environments; (6) Social Studies Processes and Skills; and (7) Technology. (BT)

ED 438 218   SO 031 336

Horak, Virginia
The Battle of Horseshoe Bend: Collision of Cultures. Teaching with Historic Places.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian History; American Indians; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Creek (Tribe); *National Register of Historic Places; War of 1812

This lesson is based on the National Register of Historic Places registration file "Horseshoe Bend Battlefield," documents from archives at Horseshoe Bend National Military Park, and other resources. The lesson can be used in units on American Indian culture, early 19th-century westward expansion, the War of 1812, European American and American Indian relations, and the Jacksonian Era. Learning objectives for students include: (1) to discover the political and cultural conflicts that led to the Battle of Horseshoe Bend; (2) to describe the Battle's long-term effects on the Creek Indians; (3) to evaluate historical maps of the Battle of Horseshoe Bend; and (4) to research American Indian cultures that are or were located in their own community or region. (BT)

ED 438 219   SO 031 354

Dixon, Douglas A.; Larkins, A. Guy
Conceptions of Democratic Citizenship in Supreme Court Cases.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the New York State Political Science Association (Queens, NY, April 14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Democracy; Elementary Secondary Education; Law Related Education; *Scholarship; Social Studies; *Values Education
IDENTIFIERS- *Supreme Court; United States Constitution

Citizenship education is a major purpose of schools. What this entails, however, is highly disputable. Recently scholars have suggested that schools should teach and model citizenship values and principles that emphasize freedom of expression, the centered U.S. history unit. A team of teacher educators and secondary school social studies teachers conceptualized "Decision Point!" (DP), an integrated set of multimedia content resources and investigatory tools for exploring the African American civil rights movement. In hope of developing a model that could be implemented in typical classrooms, an idealized case setting was avoided. The case study teacher had little experience in student-centered inquiry, problem-based instruction, and technology use. Student participants were enrolled in two sections of a U.S. history course required of all 11th graders not taking honors history. The teacher taught the 6-day DP unit to one of her classes. The same teacher taught the comparison class on the same topic, using her preferred instructional method. Observations suggested that students in the two classes encountered the unit topic in quite different ways. Students in the non-DP class encountered a very teacher-centered unit with over three-fourths of the time devoted to lecture, recitation, individual seatwork, and videotape viewing of movement events. The DP unit was very student-centered, with many procedural and organizational decisions left to students; individual roles and responsibilities were not sharply defined. Observers in both classes agreed that the DP group exhibited greater levels of enthusiasm, involvement, dialogue, questioning, and persistence in unit activities. Comparative outcomes data also suggest that the two classes developed different understandings about historical events and issues involved in the phenomenon of the civil rights movement. Differences were evident in factual recall and higher order reasoning. Contains a table and 25 references. Appended is a sample post-unit essay. (BT)

ED 438 239   SO 031 539

Cary, Richard
Postmodernism: An Overview of Theory.
PUB DATE- 99
NOTE- 53p.; Paper presented at the Annual Meeting of the Georgia Art Education Association (Valdosta, GA, November 12, 1999). "Presentation Designer/Co-Presenter: Stephen Lahr."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetics; Art Criticism; *Art Expression; Art History; Discipline Based Art Education; Higher Education; Modernism; *Postmodernism; *Theories
IDENTIFIERS- *Art Concepts; Artistic Thought; Theoretical Orientation

This paper describes postmodern theory as a paradigm composed of concepts and ideas. It does not describe postmodern theory as if it were developed logically from a simple premise, because it was not, nor can the postmodern paradigm be described in neat, concise terms. The paper presents a review and explication of postmodernism's theoretical foundations, that is, main concepts, beliefs, and assumptions. It neither requires nor advocates acceptance of postmodernism in lieu of competing paradigms, nor does it attempt to model a postmodern style or position. Likewise, it is not offering a critique of postmodernism. The paper addresses postmodernism as a theory or philosophy, not necessarily as a stylistic movement in art and architecture or as a set of applications for the classroom. It concludes with implications of postmodern theory for discipline based art education (DBAE), with sections on production, help with the professionalization and the upgrading of the status of teachers. While traditionally the master's degree is seen as the way to climb the ladder from teaching to a more 'attractive' occupation, the new NBPTS standards provide clear and meaningful benchmarks for a new kind of master's degree. This degree would not focus on preparing teachers to leave the classroom, but on deepening teachers' understanding of content specific pedagogy with the aim of improving student achievement and learning. NBPTS will enable teachers to work as leaders and change agents, enabling them to more effectively work both with an increasingly diverse student population and with ever increasing layers of expectations for teachers and schools. Questions and issues that are critical to this discussion are posed, as are suggestions, recommendations and issues for a future action agenda. (Contains 31 references.) (SM)

ED 438 259 SP 039 006

Roberts, J. Kyle; Henson, Robin K.; Tharp, Barbara Z.; Moreno, Nancy
An Examination of Change in Teacher Self-Efficacy Beliefs in Science Education Based on the Duration of Inservice Activities.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; *Faculty Development; *Inservice Teacher Education; Program Effectiveness; *Program Length; *Science Education; Science Teachers; *Self Efficacy; Teacher Attitudes; Teacher Improvement

Researchers investigated the optimum length of teacher inservice activities where increasing teacher efficacy was the goal. Participants were elementary science teachers from seven teacher enhancement projects conducted from 1992-99. The length breakdown of each program was: 1992--6 weeks; 1994--6 weeks; 1995--4 weeks; 1996--4 weeks; 1997--4 weeks; 1998--3 weeks; and 1999--2 weeks. In each of the projects, teachers completed the Science Teaching Efficacy Belief Instrument (STEBI) on the first and last days of the inservice workshops. The STEBI examined personal science teaching efficacy (PSTE) and science teaching outcome expectancy. Data analysis indicated that there was no statistically significant difference between the mean PSTE gain scores on the three contrast variables among the four groups of teachers whose PSTE pretest scores were greater than or equal to 50. This may be due to the fact that teachers already scored high on the PSTE scale. Among teachers whose pretest PSTE scores were less than 50, there were significant gains when comparing the mean gain scores from teachers in the 2- and 3-week sessions and teachers in the 4- and 6-week sessions. It was found that inservice intervention programs had the greatest impact on the efficacy of those teachers who began the program with the lowest efficacy. Given the consistent relationships demonstrated between teacher efficacy and positive student outcomes, inservices impacting teachers' low efficacy are worth close examination. (Contains 32 references and 8 tables.) (SM)

ED 438 260 SP 039 007

Neapolitan, Jane E.

training. This joint venture, which included school-site interviews by a team of university and school partners, ensured higher quality field experiences by permitting flexibility and purposeful selection of placements. The paper presents preliminary findings and lessons learned along the way. Evidence indicates that this professional educator program proved dynamic and enriching for beginning practitioners. Interns highly valued all field internship work, and teachers believed the interns made major differences in their students' lives. Teachers were motivated to undertake extensive renewal activities. University faculty experienced the real world of day-to-day teaching. (Contains 12 references.) (SM)

ED 438 279 SP 039 029

Frey, Joanne M.
Teaching Preservice Teachers To Incorporate the World Wide Web To Promote Respect of Cultural Diversity.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (80th, Orlando, FL, February 12-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Consciousness Raising; Cooperative Learning; *Cultural Awareness; *Cultural Differences; Cultural Pluralism; *Diversity (Student); Elementary Education; Higher Education; Multicultural Education; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers; *World Wide Web

This paper describes how preservice teachers at one university are introduced to computer technology in a nonthreatening manner and how they learn to use the World Wide Web to promote cultural pluralism. Students are introduced to computer technology (e.g., word processing, e-mail, and database searching); then they learn how to harness the power of the World Wide Web (WWW) in order to gather information about any topic and actively engage their students with current resources. Students learn to use the WWW to gather information globally to develop an integrated or interdisciplinary thematic unit. Development of the unit will help students learn about the contributions of other cultures, understand other cultures while developing Internet skills, and develop cooperative groups. The unit is also meant to foster pride in ethnicity. It is hoped that the preservice teachers' newly acquired cultural awareness and knowledge will help increase their respect for the diverse student populations which they will eventually be teaching. A pre- and post-test of cultural knowledge will be conducted to determine changes in student awareness. The paper lists web sites that have helped in this consciousness raising process. (Contains 10 references.) (SM)

ED 438 280 SP 039 030

Baker, Betty Ruth
Teaching At Risk Children: An Instructional Model in a Professional Development School.
PUB DATE- 99
NOTE- 36p.; Appendices may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

The Fact Book, 1998-1999. A Statistical Handbook.
PUB DATE- 99
NOTE- 60p.; For the 1997-1998 fact book, see ED 419 015.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Adult Education; American Indians; Ancillary School Services; Asian Americans; Black Students; College Bound Students; Dropouts; *Educational Finance; Elementary Secondary Education; *Enrollment; Expenditures; Hispanic Americans; Institutional Characteristics; Private Schools; Public Schools; *School Statistics; Special Education; Student Characteristics; Tables (Data); Teacher Characteristics; *Test Results; Whites
IDENTIFIERS- *Maryland; Maryland School Performance Assessment Program

This handbook presents statistics about the public and private schools of Maryland. In 1998 there were 841,671 public school students in Maryland and 175,622 nonpublic school students, representing a 9.1% increase in the public school enrollment over 5 years and a 15.9% increase in the nonpublic school enrollment over 5 years. There were 1,355 public schools in the state and 1,113 nonpublic schools. Of the state's 95,035 public school staff, 65,486 were in instructional positions. The majority of Maryland's public school students were White (55%), with the remainder being African American (36.6%), Hispanic American (4%), American Indian (0.3%), and Asian American (4%). Most of the state's teachers were White (77.2%), with 20.4% African American. The statewide average dropout rate was 4.05%, although in Baltimore City the dropout rate was 10.22%. Most of the state's 45,033 high school graduates planned to go to college. Information is also provided about achievement test results for the Scholastic Aptitude Test and the Maryland School Performance Assessment, as well as information about teacher salaries, financial resources, special programs, correctional education, and vocational and adult education. Lists of state school information resources and local school systems are provided. (Contains 30 tables and 1 map.) (SLD)

ED 438 303 TM 030 612

Educational Equity Evaluation.
PUB DATE- 99
NOTE- 7p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; *Equal Education; *Evaluation Methods; *Instructional Materials; Racial Differences; Stereotypes; *Teaching Methods
IDENTIFIERS- *North Carolina

This guide contains two checklists for evaluating educational materials and classroom activities to ensure that they meet requirements for equity for all students. The first checklist is for teachers and administrators to use when evaluating instructional materials. It asks questions about the depiction of men and women, diverse cultural and racial groups, and the disabled and whether or not the materials avoid stereotypes. The second checklist is aimed at teaching strategies, asking a

Assessment; Educational Change; Elementary Secondary Education; *Psychometrics; Scoring; State Programs; *State Standards; Test Construction; Test Use; Testing Problems; *Testing Programs; Validity
IDENTIFIERS- Kentucky; *Kentucky Instructional Results Information System; Test Specifications

This technical manual provides information about the technical characteristics of the Kentucky Instructional Results Information System (KIRIS), the assessment component of the Kentucky Education Reform Act Accountability System. The time period covered is Accountability Cycle 2, which spanned the school years 1992-93 through 1995-96. Sections of the manual, which traces the development of the tests and discusses their psychometric characteristics, are: (1) "Context"; (2) "Test Development and Item Analysis"; (3) "Administration, Scoring, and Reporting"; (4) "Generalizability"; and (5) "Appendices." Thirteen appendixes contain supplemental information and some forms used in KIRIS. (Contains 109 tables and 11 figures.) (SLD)

ED 438 327 TM 030 644

Canivez, Gary L.
Stability of Regular Education Teacher Ratings of Normal and Exceptional Students on the Adjustment Scales for Children and Adolescents (ASCA).
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (31st, Las Vegas, NV, April 6-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Classification; Disabilities; Elementary Education; *Elementary School Students; Measures (Individuals); *Reliability; *Student Adjustment
IDENTIFIERS- *Adjustment Scales for Children and Adolescents; *Test Retest Reliability

The short-term (45-day) stability of the Adjustment Scales for Children and Adolescents (P. McDermott, N. Marston, and D. Stott, 1993) was studied with 51 first and fifth graders, seven of whom were classified as "exceptional/disabled." Significant test-retest reliability coefficients were obtained, and mean differences from test to retest did not exceed 0.5 raw score points. Only two scales (Solitary Aggressive/Impulsive and Lethargic/Hypoactive) showed significant changes across the retest intervals for T scores. Individual variation for some scales was at times quite extreme. Syndromic profile classifications and discriminant classifications were also significantly consistent across the retest interval. (Contains 31 references, 6 tables, and 1 figure.) (Author/SLD)

ED 438 328 TM 030 645

Graham, James M.
Interaction Effects: Their Nature and Some Post Hoc Exploration Strategies.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

DESCRIPTORS- Employment Patterns; *Equal Education; Equal Opportunities (Jobs); Evaluation Methods; Occupational Tests; *Racial Relations; Report Cards; *Research Methodology; *Social Discrimination; *Test Use; Testing Problems

This collection is based on the fact that employment, housing, and consumer rights and opportunities are often inextricably linked and mutually dependent. The papers explore aspects of creating a national report card on discrimination, assessing the role that testing and other social science methodologies might play in its formulation. The papers are: (1) "Measuring Racial and Ethnic Discrimination in America" (Michael Fix and Margery Austin Turner); (2) "Testing for Discrimination in Housing and Related Markets" (John Yinger); (3) "Adding Testing to the Nation's Portfolio of Information on Employment Discrimination" (Marc Bendick, Jr.); (4) "Racial Discrimination in 'Everyday' Commercial Transactions: What Do We Know, What Do We Need To Know, and How Can We Find Out?" (Peter Siegelman); (5) "Minority Business Development: Identification and Measurement of Discriminatory Barriers" (Timothy Bates); and (6) "The Future of Civil Rights Testing: Current Trends and New Directions" (Roderic V.O. Boggs). Each paper contains references. (SLD)

ED 438 349 UD 033 313

Porter, Kathryn; Primus, Wendell
Changes Since 1995 in the Safety Net's Impact on Child Poverty.
SPONS. AGENCY- Ford Foundation, New York, NY.; Foundation for Child Development, New York, NY.; George Gund Foundation, Cleveland, OH.; Joyce Foundation, Chicago, IL.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Open Society Inst., New York, NY.; William Penn Foundation, Philadelphia, PA.; Charles H. Revson Foundation, Inc., New York, NY.; Rockefeller Foundation, New York, NY.
PUB DATE- 99
NOTE- 38p.; Additional support from the Moriah Fund, and the Charles Stewart Mott Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change; *Child Welfare; *Children; *Government Role; Income; Low Income Groups; *Poverty; Welfare Recipients; Welfare Services
IDENTIFIERS- Earned Income Tax Credit; *Reform Efforts; Welfare Reform

This report examines recent trends in the impact of government safety net programs, such as cash assistance, food assistance, and the Earned Income Tax Credit, on poverty among children. The effect on poverty is determined by comparing the number of children who would be poor if government benefits were not counted as part of their family income with the number who are poor when benefits are counted. The report uses Census Bureau data collected annually on the incomes of the U.S. population. Because of the improving economy and increases in employment and earnings among low-income families, the number of children living in poverty has declined significantly since 1993. Between 1993 and 1995, the reduction in child poverty was substantial, but after 1995, progress continued at a much slower pace. In addition since 1995, the basic measure of the overall depth and severity of child poverty has improved very little, and the children who remain poor have, on average, become somewhat poorer. The primary reason is that the safety net became less effective in reducing the depth of child poverty between 1995 and 1998. There was a lessening of the from Vision to Action planning process and the Alliance for Achievement Data Collection Guide used by demonstration sites. The Moving from Vision to Action Planning Guide and the Data Collection Guide are appended. (SM)

ED 438 368 UD 033 336

McGuire, Georgianna; Nicolau, Siobhan
The Challenges of Change. A Report from the Aspen Institute Seminar on Hispanic Americans and the Business Community (Aspen, Colorado, July 27-30, 1997).
PUB DATE- 97
NOTE- 57p.; For 1988 conference, see ED 298 242.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; *Business; Demography; *Equal Opportunities (Jobs); *Hispanic Americans; *Labor Force; Mass Media Role; Racial Bias; *Racial Composition; *Racial Discrimination
IDENTIFIERS- Backlashes; Diversity (Groups); White Backlash

This report from the 1997 Aspen Institute seminar concerns how demographic changes in American will affect Hispanic Americans' role in the business community. Section 1, "Lashes: Back, Front, and Sideways" (Harold Hodgkinson), describes pervasive national pessimism over demographic change and documents universal backlash to that change among all groups. Section 2, "The Demographic Realities," provides background data on change, emphasizing the increase of the Hispanic populations. Section 3, "A Summary of Participant Discussion," summarizes the deliberations and conclusions of the participants regarding the roles advertising, the news media, and entertainment play in accurately representing America to Americans. This section also notes challenges that business faces in managing growing workforce diversity. Section 4, "Looking Ahead: Aspen 1998," is about action that seminar participants agreed to in order to promote a widespread business commitment to inclusion. Participants committed to four initiatives: developing a marketing and consumer data package; organizing a meeting with top national advisors; discussing the feasibility of establishing awards for the depiction of diversity; and creating a list of indicators beyond numbers that can measure how successfully an institution has achieved harmonious inclusion of racial and ethnic minorities. (Contains 20 references.) (SM)

ED 438 369 UD 033 337

Thompson, Sheila D.; Wallace, Michael B.
Reform Issues: A Review of Methodology and Results.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Competency Based Education; Educational Change; Higher Education; *Inservice Teacher Education; *Mathematics Education; Middle School Teachers; Middle Schools; *Performance Based Assessment; *Science Education; *Student Evaluation; Teacher Role
IDENTIFIERS- District of Columbia Public Schools

Violence after School: 1999 National Report Series. Juvenile Justice Bulletin.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; *Delinquency; Elementary Secondary Education; Leisure Time; *Program Effectiveness; School Safety; *Violence

Reliable data indicate that children are safer at school than away from school and commit fewer crimes during school hours than after school ends. The data reported in this Bulletin document the need for schools and communities to develop strategies for youth during afterschool hours. Research indicates that juvenile violence peaks in the afterschool hours on school days and in the evening hours on nonschool days. Afterschool programs have more crime reduction potential than juvenile curfews. Juveniles are also at the highest risk of being victims of violence at the end of the school day. The information provided demonstrates the desirability of exploring policy changes so that parents can provide more direct supervision during the afterschool hours. Local school districts and communities need to consider starting or expanding recreation, mentoring, tutoring, and homework programs as positive alternatives to unsupervised time in a child's day. (SLD)

ED 438 388 UD 033 362

100th Anniversary of the Juvenile Court, 1899-1999. Juvenile Justice.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Courts; Delinquency; *Juvenile Justice; Minority Groups; Prevention; *Sentencing; Urban Youth; Whites

This issue commemorates the 100th anniversary of the creation of the juvenile court and the recognition that the developmental differences between children and adults require differences in the ways they are treated by the court system. The feature article, "An Evolving Juvenile Court: On the Front Lines with Judge J. Dean Lewis," reviews the evolution of the juvenile court system and the need to ensure that juvenile courts have the resources necessary to deal with the problems of youth and their families. "The Juvenile Court at 100 Years: A Look Back" by Robert E, Shepherd, Jr., traces the history of the reforms that led to the creation of the juvenile court. "The Juvenile Court: Putting Research To Work for Prevention", by Cindy S. Lederman, notes that the juvenile court has the potential to be the most effective prevention tool in the juvenile justice system if judges take the lead in revitalizing and professionalizing U.S. juvenile courts. Two brief notes comment on 1999 national statistics on juvenile offenders and victims and 34 court-focused Web sites. (Each article contain references.) (SLD)

ED 438 389 UD 033 363

St. Clair, Sibyl Y.
Follow-Up Study of 1997 Graduates. Detroit Public Schools.

Childhood Education Research Association) Conference (9th, Helsinki, Finland, September 1-4, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Caregiver Child Relationship; *Child Caregivers; Comparative Analysis; Day Care; Early Childhood Education; Educational Quality; Foreign Countries; *Instructional Improvement; *Interaction; Preschool Education; *Preschool Teachers; Program Evaluation; *Teacher Student Relationship

IDENTIFIERS- Adult Child Relationship; Engagement Style; *Relationship Quality; United Kingdom

Based on the view that the quality of adult educative interactions with young children is critical in determining the effectiveness of educational provision and in improving early childhood settings, this paper examines the quality of adult engagement experienced by 3- and 4-year-olds in 9 types of early education and care settings from the private, voluntary, and state-funded sectors in the United Kingdom (UK). Evidence was gathered from observations undertaken as part of the Effective Early Learning (EEL) Project, an international research and development initiative in its fifth year of operation which aims to evaluate and improve the quality of early learning in a wide range of education and care settings in the UK, The Netherlands, and Portugal. The Child Involvement Scale and the Adult Engagement Scale were used to measure the effectiveness of the learning and teaching process. The findings demonstrated that adult sensitivity to children is a basic precondition for educative interactions to occur. Stimulation occurs once a level of sensitivity and responsiveness between adults and children has been established. Autonomy is the most challenging aspect of effective educative interactions. Practitioners in all settings displayed high sensitivity during educative interactions. Practitioners in all settings showed relatively low levels of autonomy during educative interactions. State-funded settings showed higher levels of sensitivity, stimulation, and autonomy than voluntary sector settings. Practitioners showed increased sensitivity, stimulation, and autonomy following the implementation of the EEL improvement process, with less well-qualified staff making the greatest progress. (Contains 10 references.) (KB)

ED 438 023 PS 028 019

Stepping Up Together: Financing Early Care and Education in the 21st Century. Volume 2. Proceedings for "Making It Economically Viable: Financing Early Care and Education." A Working Meeting (Santa Cruz, California, March 3-5, 1999).

SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Ewing Marion Kauffman Foundation, Kansas City, MO.

PUB DATE- 99

NOTE- 60p.; For Volume 1, see PS 027 694.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Bibliographies; Change Strategies; Child Advocacy; Conference Proceedings; *Day Care; *Educational Finance; *Finance Reform; Financial Policy; *Infant Care; Preschool Children; Preschool Education; Public Policy; Systems Development; Tax Allocation; Tax Credits; Taxes

The need for an adequate financial base for the future of quality early care and education (ECE) for young children is being

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Age Differences; Brain; Child Development; Child Health; *Children; *Cognitive Development; Computer Games; Computer Software; Computer Software Selection; *Computer Uses in Education; *Computers; Creativity; *Educational Technology; Elementary Secondary Education; Emotional Development; Neurology; Neuropsychology; Sex Differences; Video Games
IDENTIFIERS- Addictive Behavior; Brain Development; Home Computers

As the federal government provides funding to wire classrooms to the Internet, software companies market educational programs even for preschoolers, and school administrators cut funding in other areas to make room for new computers, it is time to examine the impact of computer use on children. Presented in three parts, this book examines the advantages and drawbacks of computer use for children at home and at school, exploring its effects on children's health, creativity, brain development, and social and emotional growth. Part 1 of the book discusses the current situation in schools, homes, and home schools; reviews the basics of educational computing; and offers guidelines for technology choices. Part 2 examines personal issues in technology use, including physical health, intellectual and brain development, and the social, emotional, and other personal aspects of children and teens using computers. Part 3 describes practical applications that illustrate appropriate and inappropriate ways to use new learning technologies with different age groups. The book concludes by noting that with thought, planning, and good sense, adults should be able to help children to develop minds that are able to deal with the challenges of the future. Also, the real-life values in the lives parents structure for their children will determine the kind of world they will inhabit. Each chapter contains references. (KB)

ED 438 042 PS 028 237

Warner, Laverne; Adams, Polly
Action Research Revisited: Five Field Examples.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Classroom Research; Early Childhood Education; Educational Practices; *Elementary School Teachers; *Preschool Teachers; *Preservice Teachers; Research Methodology; *Research Projects; Student Research; *Teacher Researchers

Noting the need for research to support and inform early childhood classroom practices, this paper describes action research and presents examples of studies prepared by preservice teachers or by certified teachers pursuing master's degrees in education. Action research, aligned with regularly used assessment strategies, is a method whereby educators and child care practitioners can obtain information through literature review, data collection, and personal reflection to inform their practice without using the strict controls or statistics applied to traditional research design. Three of the action research examples presented concern teachers' needs to learn about language development in young children. One of the examples focuses on year-round schooling. The final example the children, the costs of high-quality care in Air Force and civilian centers were not substantially different. (Five appendices include a description of the study methodology and cost comparisons.) (KB)

ED 438 060 PS 028 260

Robertson, Robert E.
Food Assistance: Efforts To Control Fraud and Abuse in the Child and Adult Care Food Program Should Be Strengthened. United States General Accounting Office Report to Congressional Committees.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Compliance (Legal); *Day Care Centers; Early Childhood Education; Federal Programs; Federal Regulation; *Food Service; *Fraud; National Surveys; *Nutrition; State Agencies; *Stealing
IDENTIFIERS- *Child and Adult Care Food Program; Food and Nutrition Service

The Child and Adult Care Food Program provides over $1.5 billion in benefits annually to children and adults in day care. In order to address the longstanding problems of fraud and abuse present in the program, state agencies have been charged with the responsibility for implementing Food and Nutrition Service's (FNS) regulations to prevent and detect fraud and abuse. At the request of congressional committees, this study examined the extent to which states have implemented required and recommended controls, and FNS's effectiveness in directing the states' efforts. Data were collected by surveying the administrating agencies in 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. Findings indicated that, although all agencies had implemented at least part of the minimum required controls, there was variation in implementation of recommended controls. Agencies cited several factors making it difficult to strengthen controls over fraud and abuse, including lack of resources, lack of training, and unclear regulations. Further, the FNS has not effectively directed states' anti-fraud efforts, nor strengthened minimum control requirements, despite recommendations dating to 1995. The service has not adequately monitored states' implementation and therefore has little basis for identifying and correcting problems; it has also had difficulty correcting compliance problems, partly because it lacks an appropriate range of sanctions. Oversight weakness results largely from insufficient resources. Based on findings, it was recommended that the FNS develop a comprehensive plan to strengthen the states' controls for detecting and preventing fraud and abuse. (Two appendices describe the study methodology and list key contacts.) (KB)

ED 438 061 PS 028 261

Fagnoni, Cynthia M.
Child Care: State Efforts To Enforce Safety and Health Requirements. United States General Accounting Office Report to Congressional Requesters.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Kids, Parents, and Power Struggles: Winning for a Lifetime.
PUB DATE- 00
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assertiveness; Child Development; *Child Rearing; Childhood Needs; *Children; Competence; Coping; *Emotional Development; Emotional Experience; Motivation Techniques; *Parent Child Relationship; *Parents; Personality; Personality Development; *Power Structure; Problem Solving; Psychological Needs; Self Control; Stress Management; Stress Variables
IDENTIFIERS- Coaching; Emotional Intelligence; Emotional Regulation; Negotiation Processes; *Power Struggles

Noting that power struggles between parents and children provide rich opportunities for parents to teach children how to deal with strong emotions and for parents and children to solve problems together, this book provides parents with "emotion coaching" strategies for identifying the emotions and needs that can create daily hassles. Part 1, "A New Perspective on Power Struggles," introduces the concept of emotion coaching and describes how helping children to understand their emotions stops power struggles. Part 2, "Building the Connections," provides information on developing a strong parent-child relationship, built upon a vision of the desired relationship during adolescence and adulthood, and discusses the difficulties in making that connection. Strategies for parental coping, enforcing standards with children, and teaching calming techniques are included. Part 3, "Caring: Knowing Yourself and Your Child," assists parents in identifying emotions that fuel power struggles, and covers temperament triggers, the role of stress and medical factors on behavior, predicting triggers, and diffusing and managing triggers before they pull parents and children into power struggles. Part 4, "Developing Competence: Teaching Life's Essential Skills," explains the normal stages of emotional development and includes tips on teaching children how to motivate and stop themselves, how to be assertive, and how to negotiate. Part 5, "Celebrating the Child Who is More: Caring, Competent, and Connected," provides a brief epilogue, reminding parents to slow down and seize every opportunity for emotional connection with their children. (Contains 23 references). (KB)

ED 438 079   PS 028 281

Epstein, Heitzi
A Child Advocate's Guide to State Child Protective Services Reform. Issue Brief.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Child Abuse; Child Neglect; *Child Welfare; Criticism; Family Problems; Models; *State Action
IDENTIFIERS- Child Protection; *Child Protective Services; Paradigm Shifts; *Reform Efforts

This issue brief from the National Association of Child Advocates behavior. Early childhood education programs attack a root cause of poverty by helping to provide poor rural children (especially girls) with a fair start. (Contains 28 references.) (HTH)

ED 438 097 PS 028 304

Scholnick, Ellin K., Ed.; Nelson, Katherine, Ed.; Gelman, Susan A., Ed.; Miller, Patricia H., Ed.
Conceptual Development: Piaget's Legacy. Jean Piaget Symposium Series.
PUB DATE- 99
NOTE- 348p.; Paper originally presented at the 28th Annual Symposium of the Jean Piaget Society, 1996.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; Child Development; *Children; *Cognitive Development; *Concept Formation; Context Effect; Cultural Influences; Developmental Psychology; Developmental Tasks; Individual Development; *Infants; Knowledge Representation; Learning Theories; *Piagetian Theory
IDENTIFIERS- Essentialism; Microgenetic Analysis; Representational Thinking

Based on the papers presented at the 1996 Symposium of the Jean Piaget Society and highlighting the extent to which Piaget's ideas have served to scaffold contemporary thinking about every aspect of conceptual development, this volume examines the nature of conceptual development, its foundations, and the sources of its novelties. The chapters are: (1) "Piaget's Legacy: Heirs to the House that Jean Built" (Ellin Kofsky Scholnick); (2) "Conceptual Development in the Child and in the Field: A Personal View of the Piagetian Legacy" (Robbie Case); (3) "A New Foundation for Cognitive Development in Infancy: The Birth of the Representational Infant" (Andrew N. Meltzoff and M. Keith Moore); (4) "A Reconsideration of Concepts: On the Compatibility of Psychological Essentialism and Context Sensitivity" (Susan A. Gelman and Gil Diesendruck); (5) "Explanatory Understanding in Conceptual Development" (Frank C. Keil and Kristi L. Lockhart); (6) "The Conceptual Habitat: In What Kind of System Can Concepts Develop?" (David Klahr); (7) "A Systemic Interpretation of Piaget's Theory of Knowledge" (Rolando Garcia); (8) "Locating Development: Locating Developmental Systems" (Susan Oyama); (9) "Developmental Change: Lessons from Microgenesis" (Patricia H. Miller and Thomas R. Coyle); (10) "The Origin of Piaget's Ideas about Genesis and Development" (Jacques Voneche); (11) "Sources of Concepts: A Cultural-Developmental Perspective" (Geoffrey B. Saxe); (12) "Levels and Modes of Representation: Issues for the Theory of Conceptual Change and Development" (Katherine Nelson); and (13) "Sources of Conceptual Change" (Susan Carey). Each chapter contains references. (KB)

ED 438 098 PS 028 305

O'Donnell, Angela M., Ed.; King, Alison, Ed.
Cognitive Perspectives on Peer Learning. Rutgers Invitational Symposium on Education.
PUB DATE- 99
NOTE- 358p.; Papers originally presented at symposium on Cognitive Skills and Learning with Peers (New Brunswick, NJ, November 1, 1996).
LANGUAGE- English

of subtle verbal and nonverbal components of communication, visiting the client's home, collaborating with traditional healers, and using self-help and mutual support groups. (Contains 35 references.) (SV)

ED 438 115 RC 022 238

Shaffer, Leigh S.; Seyfrit, Carole L.
Rural Youth and Their Transitions and Pathways Connecting School and Work: A White Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 32p.; White paper summarizing the consensus of the working conference "Rural Youth and Their Transition from School to Work" (Norfolk, VA, November 4-6, 1999). In collaboration with conference participants.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Community Development; *Education Work Relationship; High Schools; Labor Market; Research Methodology; *Research Needs; Rural Areas; *Rural Education; *Rural Youth; School Community Relationship; Transitional Programs

With the ultimate goal of articulating a research agenda, a November 1999 conference of researchers and educators examined the educational, social, and economic factors affecting rural adolescents' transition to the workforce. The first section of this white paper discusses the need to clarify research questions about adolescence to include a recognition of the complex choices rural adolescents make as they begin to build their lives during and after secondary education. The second section identifies key research issues, including the special qualities of the rural experience that affect rural youth, the impact of geographic factors such as remoteness, the process of sustainable socioeconomic development that creates rural jobs in both the primary and secondary labor markets, the development and implementation of school curricula that prepare students for success in their local communities and minimize the destabilization of rural communities by outmigration of youth, and the special needs of rural women and minorities. The third section discusses methodological concerns for future research and recommends longitudinal research designs for understanding the lives of rural youth and participatory action research for examining community planning and policymaking related to sustainable economic development. Contains a list of recommended research questions on rural youth and their transitions and pathways from school to work. (Contains 41 references.) (SV)

ED 438 116 RC 022 244

Hall, Roger; Rowland, Caroline
Shaping Learning through Space: The Case of Outdoor Management Training.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA) (29th, Warwick, England, July 5-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions)

NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; Distance Education; Dropouts; *Educational Needs; Elementary Secondary Education; Enrollment; Foreign Countries; *Migrant Education; Migrant Workers; Nonformal Education; School Responsibility; *Student Mobility; *Student Needs
IDENTIFIERS- *Gypsies; *Scotland

Travellers with their distinctive cultures and lifestyles have been part of Scotland for centuries. The two main groups are the traditional Travelling People (Gypsies) and the Showground Community. Mobility and migration patterns have implications for Traveller children's education and for schools. Scottish national surveys show Travellers attending schools in almost every local authority during 1988-93, but not in every year. Analysis of attendance in five schools showed no regular patterns for Gypsy Travellers, while Showground pupils attended school regularly during the winter and usually returned to the same school each year. Increasing age brought significant reductions in Gypsy pupils' attendance, with very few attending after grade 7. Most Showground pupils dropped out by their 16th birthday. Comments by school staff suggest that the dropout rate increased after introduction of Standard Grades and continuous assessment arrangements. School offered Showground pupils no reward for their years of effort, while the Showground community provided positive nonformal learning experiences and preparation for adulthood and employment. Schools were concerned by Traveller pupils' underachievement and attributed it to lack of educational continuity and to social bias. Since funding is based on local "catchment," few schools could guarantee resources for their "absent" pupils. Various international projects show the feasibility and value of distance learning, but financial support, staff training, international collaboration, access to open learning facilities, and personal tutorial support are needed. In Scotland, increased flexibility in the educational system and openness toward nontraditional "sites of learning" are also needed. (Contains 42 references and contact information for resource centers.) (SV)

ED 438 134 RC 022 262

Selected Monographs from the Association for Experiential Education International Conference (27th, Rochester, New York, October 1999).
PUB DATE- 99
NOTE- 86p.; For individual papers, see RC 022 263-272.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Adventure Education; Camping; Elementary Secondary Education; *Experiential Learning; Individual Development; *Outdoor Education; Preschool Education
IDENTIFIERS- Adventure Therapy

This document contains 10 presentation papers from the 1999 International Conference of the Association for Experiential Education. Papers address the outcomes and benefits of experiential approaches and outdoor education for various age groups, as well as the therapeutic use of adventure and experiential strategies. The papers are: "Residential Camping for At Risk Preschoolers" (Bernard Kosberg, Claude Mellins, and

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Change Strategies; Cultural Awareness; *Cultural Pluralism; *Educational Needs; Educational Research; *Multicultural Education; *Outdoor Education; Research and Development; *Research Needs; Theory Practice Relationship
IDENTIFIERS- ERIC Digests

The 1990s saw the outdoor education community undergo a process of critical redefinition as it attempted to address multicultural issues. This digest defines multicultural education, reviews the current status of multicultural diversity in outdoor education, poses questions for researchers and practitioners, and offers suggestions for relevant change strategies. Among the various types of multicultural education programs, socially oriented programs that reduce bias have the most in common with outdoor education. The power of outdoor education resides in providing opportunities for diverse participants to cooperate in problem solving, to exercise critical thinking skills, and to develop communication skills within the group. Despite the potential importance of multiculturalism in outdoor education, the issue has received limited attention from researchers. Research is needed in the areas of culturally diverse pedagogies that could reshape basic theories and practices of outdoor education, respectful and accurate use of cultural elements in outdoor programs, incorporation of multiculturalism into outdoor environmental programs, and impacts of outdoor education on diverse participants. Ten strategies and principles are listed to help organizations and programs move toward multiculturalism. (Contains 17 references.) (SV)

ED 438 152 RC 022 310

Collins, Timothy
Attracting and Retaining Teachers in Rural Areas. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Employment Practices; Faculty Mobility; Incentives; *Personnel Policy; Rural Areas; *Rural Schools; *State Programs; Teacher Persistence; *Teacher Recruitment; *Teacher Shortage
IDENTIFIERS- ERIC Digests; Teacher Community Relationship

This digest examines the rural teacher shortage from a policy perspective and suggests strategies to address the problem. The rural teacher recruitment and retention problem varies across states. An adequate number of teachers are trained each year nationwide, but the problem is with distribution. Recent research on rural teacher recruitment and retention is thin and suggests that teachers leave rural areas because of geographic isolation, weather, distance from large communities and family, and inadequate shopping. Teachers stay because of interpersonal connections and satisfaction with the rural lifestyle. Rural administrators must target candidates with rural backgrounds or it extends the work of R. Engelbach and emphasizes the 1168 ton unfinished obelisk at Aswan. The technique involves use of the "semi-hydraulic" properties of sand. This paper develops independent archaeological evidence which strongly indicates such knowledge was available and used for all of the known large obelisks. (Contains 31 footnotes and 11 tables, charts, and figures.) (Author/NB)

ED 438 176 SE 063 194

Lee, Y. J.; Diong, C. H.
Misconceptions on the Biological Concept of Food: Results of a Survey of High School Students.
PUB DATE- 99
NOTE- 11p.; In: Waas, Margit, Ed. Enhancing Learning: Challenge of Integrating Thinking and Information Technology into the Curriculum. Singapore, Education Research Association. p 825-832.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biochemistry; *Biology; Ecology; *Food; Foreign Countries; High School Students; High Schools; *Misconceptions; *Nutrition; Science and Society; Science Education; *Scientific Concepts
IDENTIFIERS- Singapore

This paper explains the results of a survey of students' ideas about food as a scientific concept. The survey found that high school students in Singapore (n=66) displayed an anthropocentric view of food that was not generally applied across living organisms in heterotrophs (animals) or autotrophs (plants) as a whole. It is also noted that students understood the components of a balanced diet but confused the concepts of nutrients and water, believing the latter to be a food. Students felt that the biological functions of food are for sustenance, satiation, growth, and general well-being. They seemed to hold a simplistic view that anything that is edible is considered a food. (Contains 18 references.) (WRM)

ED 438 177 SE 063 195

Guha, Smita
Eyes To See and Ears To Hear: Teaching Math in the Childhood Years. Integrating Math in Children's Learning Centers.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Mathematics Activities; *Mathematics Instruction; *Number Concepts; Preschool Children; Preschool Education; *Teaching Methods

The objective of preschool teachers should be to determine the mathematical ability of preschool children and improve their skills using meaningful teaching methods through pictorial demonstration and manipulative models. Children who receive number concept instruction through hands-on play models, activities, and discussion show greater understanding in math skills. Teachers should be striving to create a learning environment for their students and help them fulfill their needs through their playful activities. This paper discusses how to integrate math activities into preschool classrooms. (ASK)

(12) "Researching the Impact of Edison's Inventions"; (13) "The Invention Process"; and (14) "Researching the Local Community." Contains a 6-item list of supplementary resources. (BT)

ED 438 199 SO 030 913

Stoeberl, Todd
First Lady of the World: Eleanor Roosevelt at Val-Kill. Teaching with Historic Places.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Females; Historic Sites; History Instruction; *Humanitarianism; Intermediate Grades; Primary Sources; Secondary Education; *Social History; Social Studies; *United States History; Womens Studies
IDENTIFIERS- National Register of Historic Places; New York (Hyde Park); Peace Education; *Roosevelt (Eleanor); United Nations; Womens History

This lesson traces the use of Eleanor Roosevelt's retreat, Val-Kill, a "shack" (actually a stone cottage) built in 1925 on the grounds of the Roosevelt family estate at Hyde Park (New York), and how it nurtured her spirit, personal style, and humanitarian efforts. The lesson explains that Eleanor and her women friends later expanded the retreat by converting a factory building into Val-Kill Cottage, where Eleanor moved permanently after her husband's death in 1945. The unit is based on the National Register of Historic Places registration file, "Eleanor Roosevelt National Historic Site", and other source materials. The lesson can be used in U.S. history courses, in units on efforts to achieve world peace during the 1950s, or on human rights and civil rights issues. Students will learn about Eleanor Roosevelt's contributions as a humanitarian. It is divided into the following teaching activities sections: "Setting the Stage: Historical Context"; "Locating the Site: Maps" (Eleanor Roosevelt NHS and Surrounding Region; Eleanor Roosevelt's Home at Val-Kill); "Determining the Facts: Readings" (Eleanor Roosevelt at Val-Kill; Goodwill Ambassador to the World; Universal Declaration of Human Rights; A Complex Woman); "Visual Evidence: Images" (Val-Kill; Members of UNESCO Meet with Eleanor Roosevelt; Eleanor Roosevelt Lunches with Future President, August 17, 1960; Eleanor Roosevelt Hosts Visitors from Overseas); and "Putting It All Together: Activities" (My Day; The Declaration of Human Rights; Local Volunteer Organizations). (BT)

ED 438 200 SO 030 914

Vierra, John, Jr.
Remembering Pearl Harbor: The USS Arizona Memorial. Teaching with Historic Places.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Historic Sites; History Instruction; Intermediate Grades; Primary Sources; Secondary Education; Social Studies; *United States History; *World War II
IDENTIFIERS- Japan; National Register of Historic Places; *Pearl

exclusion of religion from public spheres, and equal protection. These scholars support their conclusions with opinions written by the Supreme Court. This paper addresses the lack of balance these scholars bring to the debate about democratic values evinced in the United States Constitution and Supreme Court opinions. The paper suggests that educators should be wary of teaching one set of values to the neglect of others. More importantly, it argues that citizenship education is not about teaching the "right" values but about teaching the totality of democratic values and the conflicting and competing nature of these values along with the knowledge and attitudes citizenship participation entails. Contains 22 references. (Author/BT)

ED 438 220 SO 031 355

Nichols, Theresa, Comp.
Aztec Ruins National Monument. Teacher's Guide, Grades 4-7.
SPONS. AGENCY- Phillips Petroleum Company, Bartlesville, OK.; New Mexico State Office of Cultural Affairs, Santa Fe. Museum of New Mexico.; Western States Arts Federation, Santa Fe, NM.; Statistical Research, Inc., Westfield, NJ.
PUB DATE- 99
NOTE- 148p.; "Cover & Illustrations by Jim Fuge." Published by Hilton Publishing. Additional funding by Southwest Parks and Monuments Association, Office Max, Rural Arts Economic Development Initiative, New Mexico State Historic Preservation Office, and Western Cultural Resource Management, Inc.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; Built Environment; *Cultural Centers; Field Trips; *Heritage Education; Historic Sites; Interdisciplinary Approach; Intermediate Grades; Middle Schools; *Outdoor Education; *Parks; Social Studies; Student Educational Objectives
IDENTIFIERS- *Aztec (People); New Mexico

This teacher's guide is for educators in classrooms, outdoor education, youth groups, scouting, and after-school programs to teach about the Aztec Ruins National Monument (New Mexico). The teaching materials in the guide support the New Mexico educational standards in science, social studies, language arts, mathematics, and art. Since the guide's aim is to stimulate use of the Monument by educators, lesson procedures require that users either visit Aztec Ruins or borrow the trunk of replica artifacts from the monument to use in the classroom. Each lesson in the guide encourages students to explore some aspect of the people and remains of Aztec Ruins, while addressing curriculum needs in a variety of subjects. Each lesson contains background information that will help teachers use the lesson with students. Short biographies of archaeologists who have worked at the site provide additional information about the scientific exploration of Aztec Ruins. The glossary at the end of the guide defines key words used throughout the text, and the reference section recommends resources for educators and students for further study. Lessons in the beginning section of the guide assume that the educator and students have had little experience or study of archaeology and past cultures. Lessons in the intermediate and advanced sections increase in complexity in terms of interest, knowledge, and application of archaeological concepts. (BT)

ED 438 221 SO 031 358

aesthetics, art history, and art criticism. Appendix A contains a comparative profile of tenets of modernism and postmodernism; Appendix B contains a glossary of terms. Contains a 21-item bibliography. (BT)

ED 438 240 SO 031 550

Frese, Millie K., Ed.
A Treasure Hunt through History.
PUB DATE- 99
NOTE- 34p.; Theme Issue. published quarterly. For other issues on Iowa history, see ED 417 095-096.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Involvement; *Cultural Enrichment; Elementary Education; Heritage Education; *Local History; Material Culture; Primary Sources; *Social Studies; *State History
IDENTIFIERS- Historical Background; *Iowa

The "Goldfinch" is a magazine that introduces young children to different aspects of Iowa history. Each issue contains articles to provide in-depth knowledge about Iowa. The theme of this issue is searching through historical sources, such as letters, diaries, manuscripts, newspapers, clothing, old buildings, time capsules, statistics, and photographs. The articles include: (1) "Digging for History"; (2) "Buried Treasure!"; (3) "Iowa's Biggest Time Capsule; (4) "A New Century in the News"; (5) "A Piece of History? or a 'Goldfinch' Mystery"; and (6) "Making History on a Family Farm." Activities include: (1) "Create Your Own Time Capsule!"; and (2) "How Can Math Help Me Learn about History?" A cookie recipe taken from a student's great-great-great grandmother's recipe book concludes the issue. (BT)

ED 438 241 SO 031 599

Fitzhugh, William P.
A Journey to Jordan: A Social Studies Unit for Elementary Students.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Orlando, FL, November 19-21, 1999). Based on research gathered from "Israel and Jordan: Paving a Path for the Future Through Understanding Peoples and Cultures of the Middle East" 1998 Fulbright Hays Seminar Abroad Program. For the unit on Israel, see SO 031 600.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; Comparative Analysis; Elementary Education; Foreign Countries; *Geography; *Social Studies; Student Educational Objectives; Units of Study
IDENTIFIERS- *Israel; *Jordan; National Geography Standards; National Social Studies Standards; Venn Diagrams; Writing Prompts

This curriculum unit, intended to be used with elementary school students, provides information about two neighboring Middle Eastern countries, Israel and Jordan, to allow comparisons not only between the two countries but also about the students' own neighborhood. The unit presents objectives, strategies,

What Do Teachers Believe about Action Research as a Mechanism for Change?
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, February 12-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Change Strategies; Educational Change; Elementary Secondary Education; Graduate Study; Higher Education; *Teacher Attitudes; *Teacher Researchers; Teaching Experience

This study examined the beliefs of 21 experienced teachers who implemented individual action research projects as part of a graduate degree program in teacher leadership, focusing on the extent to which they believed that action research is a viable mechanism for change. Participants consisted of primary, middle, secondary, postsecondary, and community youth educators ranging in age from 28-53 years with 3-20 years of teaching experience. Descriptive data for the study were drawn from a 20-item survey that asked teachers to describe what they believed were the effects of their action research projects on themselves, their students, other teachers, and the education community. They also described steps that could be taken to make action research a mechanism for change on a large scale. Results showed that teachers believed engaging in action research helps them grow personally and professionally and enables them to influence other teachers toward improving curriculum and instruction. Although action research is compatible with the current emphasis on reflective practice and professional development, certain barriers do exist. These include lack of widespread understanding of action research by the education community, lack of restructured work time, and persistence of traditional teaching approaches. (SM)

ED 438 261 SP 039 008

Galluzzo, Gary
Aligning Standards To Improve Teacher Preparation and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Accountability; Accreditation (Institutions); Continuing Education; *Educational Improvement; Elementary Secondary Education; *Faculty Development; Higher Education; Masters Degrees; *Preservice Teacher Education; Teacher Educators; Teacher Evaluation
IDENTIFIERS- National Board for Professional Teaching Standards

The importance of alignment amongst standards in teacher education is vital for transforming preservice teacher education, continuing professional development, and teacher evaluation. The National Board for Professional Teaching Standards (NBPTS) can shape and inform practice, and a dean of a school of education might face challenges in grounding the unit's programs in the propositions of the NBPTS. The standards movement is one possible way to place P-12 practitioners at the center of educational reform rather than as passive recipients

(141)
DESCRIPTORS- *College School Cooperation; Consciousness Raising; Diversity (Student); Early Childhood Education; Field Experience Programs; *High Risk Students; Higher Education; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Public Schools; Student Teacher Evaluation; Student Teachers; *Teacher Collaboration

Focusing on the future of at-risk students is critical. Collaboration between university and public school educators in a Professional Development School (PDS) can provide opportunities for faculty and preservice teachers to participate with at-risk students and their teachers to improve current practices, provide individualized experiences, and improve teaching techniques. This paper describes a PDS that involved a collaboration between the Early Childhood Program of the School of Education at Baylor University and a local primary school. The collaboration provides individualized experiences for at-risk children, and field experiences for students in Early Childhood Education. Program goals are to: develop and implement quality experiences to enhance students' outcomes; participate in a learning environment under the supervision of qualified professionals; exhibit knowledge of diversity in learning style, culture, and language; collaborate with parents, teachers, staff, and community services to meet students' needs; develop proficiencies in assessment, organization, curriculum planning, and instruction (including the use of assistive technology); and participate in research and literature reviews with practicing professionals. Evaluations indicate that this experience has been beneficial to both student teachers and children. Children involved in the PDS have displayed improvement in their classroom performance. Appendices contain scope and sequence, lesson plans, teacher reactions, and summaries of experiences. (Contains 10 references.) (SM)

ED 438 281   SP 039 031

The WTO and the Millennium Round: What Is at Stake for Public Education? Common Concerns for Workers in Education and the Public Sector.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Economics; Elementary Secondary Education; Foreign Countries; Higher Education; *International Trade; *Public Education
IDENTIFIERS- Global Economy; Globalization; New Zealand; *World Trade Organization

On the eve of the year 2000, global public spending on education tops one trillion dollars. Against the backdrop of globalization, public education is currently being subjected to attacks by proponents of privatization and deregulation. The process is already underway, as is apparent from an important agreement reached by the World Trade Organization (WTO) in 1994, which allowed the liberalization of trade in services. With the General Agreement on Trade in Services (GATS) came open discussions about promoting international trade in education services. There is a risk that the WTO's initiatives will clash with the principles upheld by those who value quality in public education. This publication describes: the expansion of international trade; the GATS; four forms of series of questions about the equity of teaching methods and teacher attitudes. (SLD)

ED 438 304 TM 030 613

Statistical Profile: Public Schools of North Carolina, 1999.
PUB DATE- 99
NOTE- 355p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; *Educational Finance; Elementary Secondary Education; *Enrollment; High School Graduates; Profiles; *Public Schools; School Personnel; *School Statistics; *Student Characteristics; Tables (Data)
IDENTIFIERS- *North Carolina

This statistical profile is a collection of statistical information about North Carolina's elementary and secondary schools. This is the 25th edition of the publication. The purpose is to provide general statistical data to the public, professional educators, and the General Assembly. The profile includes information on public school students, personnel, and finances. Tables with statewide data are presented in Part 1 for : (1) pupil accounting; (2) non-promotion rates by grade; (3) projected final average daily membership; (4) exceptional pupils; (5) pupil membership by race/ethnic origin; (6) high school graduates' intentions; (7) projections of high school graduates; (8) public school dropout and retention data; (9) public school personnel summary; (10) experience status of instructional personnel; (11) highest degree held by instructional personnel; (12) selected characteristics of classroom teachers; and (13) selected statistics of local salary supplements. Part 2 contains data on pupil accounting, high school graduate intentions, public school personnel, and current expense expenditures for each local school system. Part 3 provides pupil accounting and financial data for the 57 charter schools operating in North Carolina in the school year. (Contains 42 tables.) (SLD)

ED 438 305 TM 030 614

Characteristics of Professional Staff, Maryland Public Schools. October 1998.
PUB DATE- 99
NOTE- 51p.; For the 1994 report, see ED 397 041.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Characteristics; *Certification; Elementary Secondary Education; Higher Education; Principals; *Professional Personnel; Public Schools; School Counselors; School Psychologists; Tables (Data); *Teacher Characteristics; Teacher Qualifications; Teachers; Teaching Experience
IDENTIFIERS- *Maryland

Tables in this report present characteristics of professional staff employed in the Maryland public schools as of October 1998. The data were obtained from employment records provided by local education agencies and teacher certification records. Professional staff members include principals and assistant principals, teachers, librarians, guidance counselors, and psychologists who are employed on a regular contract. Substitutes and hourly employees are excluded. Data are presented by school district. Tables 1 and 2 detail the number

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Educational Research; *Interaction; Psychological Studies
IDENTIFIERS- *Post Hoc Tests

This paper reviews the basics of the elusive but important concept of the interaction effect. The analysis of variance (ANOVA) interaction effect is defined both conceptually and mathematically. Common errors in interpreting interaction effects are discussed, and appropriate strategies for achieving post hoc understandings of the origin of detected interaction effects are presented. It is important that researchers in the fields of education and psychology learn to report and interpret interaction effects correctly when using an ANOVA design. (Contains 16 references, 4 tables, and 3 figures.) (Author/SLD)

ED 438 329 TM 030 646

Smith, A. Delany; Henson, Robin K.
State of the Art in Statistical Significance Testing: A Review of the APA Task Force on Statistical Inference's Report and Current Trends.
PUB DATE- 00
NOTE- 49p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Hypothesis Testing; Research Methodology; Research Reports; *Social Science Research; Statistical Inference; *Statistical Significance
IDENTIFIERS- American Psychological Association

This paper addresses the state of the art regarding the use of statistical significance tests (SSTs). How social science research will be conducted in the future is impacted directly by current debates regarding hypothesis testing. This paper: (1) briefly explicates the current debate on hypothesis testing; (2) reviews the newly published report of the American Psychological Association Task Force on Statistical Inference; (3) examines current trends in reporting practices in journals; and (4) presents recommendations for researchers to advance scientific inquiry in the social sciences. (Contains 64 references.) (Author/SLD)

ED 438 330 TM 030 647

Bruckerhoff, Charles; Bruckerhoff, Theresa; Sheehan, Rob
Hartford Public High School: Analysis of 1998 & 1999 First Quarter 9th Grade Student Records.
SPONS. AGENCY- Connecticut Business and Industry Association, Hartford.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Career Education; Cooperative Learning; Educational Policy; English; Enrollment; *Grade 9; *High School Students; High Schools; *House Plan;

impact of cash assistance and food stamp benefits on child poverty and a great decline in the number of children receiving assistance. However, the safety net lifted the same proportion of children from poverty in 1998 as in 1995 because the decline in the impact of cash and food assistance programs was offset by an increase in the antipoverty impact of the Earned Income Tax Credit. (Contains 11 tables.) (SLD)

ED 438 350 UD 033 314

Sweeney, Eileen; Schott, Liz; Lazere, Ed; Fremstad, Shawn; Goldberg, Heidi; Guyer, Jocelyn; Super, David; Johnson, Clifford
Windows of Opportunity: Strategies To Support Families Receiving Welfare and Other Low-Income Families in the Next Stage of Welfare Reform.
PUB DATE- 00
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Support; *Children; Day Care; Early Childhood Education; Federal Aid; Job Training; *Low Income Groups; Poverty; State Aid; *State Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- Earned Income Tax Credit; *Reform Efforts; Temporary Assistance for Needy Families; Welfare Reform

This report describes an array of innovative strategies and practical ideas for helping low-income families with children. There is a window of opportunity for these new strategies as many states have tremendous financial resources available. The Temporary Assistance For Needy Families (TANF) program rules have been clarified, and families are running up to the time limits which welfare reform imposed in 1996. The proposals are organized into three categories. The first, providing work supports for low-income families, includes suggestions for: (1) worker stipends; (2) state earned income tax credits; (3) transportation assistance; (4) accessible and affordable child care; (5) job retention and advancement services; (6) short-term aid; (7) expanded health care coverage; and (8) incentives to pay child support. A second section discusses addressing barriers parents face to enable them to work, and the third section considers the needs of specific populations, such as the disabled, legal immigrants, victims of violence, and low-income noncustodial parents. The primary focus is on promising initiatives that can be financed through the use of federal or state welfare funds. Two innovative strategies that can draw on federal or federally matched funds available through the Medicaid or food stamp programs are also included. Appendixes A and B discuss the rules governing use of TANF, and Appendix C discusses food stamp eligibility and benefits. Two other appendixes contain resources for additional information and a list of proposals cited in the report. (SLD)

ED 438 351 UD 033 316

Polite, Vernon C., Ed.; Davis, James Earl, Ed.
African American Males in School and Society: Practices and Policies for Effective Education.
PUB DATE- 99
NOTE- 256p.; Foreword by Edmund W. Gordon.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

This paper reviews the data collection procedures and results from direct observations, interviews, and surveys that are part of the documentation from the District of Columbia Public Schools' (DCPS) effort at ongoing systemic change effort. Using qualitative and quantitative techniques, several professional development activities were examined by Howard University's Center for Research on the Education of Students Placed At Risk (CRESPAR). CRESPAR's project, Broadening the Scope of Assessment in the Schools, was designed to build collaboratives among middle school mathematics and science teachers, focusing on performance assessment. Activities of the DCPS around educational reform contributed to planning for Teacher Assessment Collaborative sessions, which have occurred since 1996. In 1995, a core group of high performing middle school mathematics teachers received training in, and led implementation of the newly adopted mathematics curriculum. They also received training in performance based education (PBE) and performance based assessment (PBA). Results from focus groups, observations, interviews, and questionnaires emphasized the importance of the value of and the dynamics involved in relationships between the public school system and the university. CRESPAR has conducted interactive sessions with teachers regarding PBA for 2 years. Topics have focused on sharing assessment experiences, technical aspects of PBA, large scale PBA, practical classroom applications, and growth-oriented assessment and the talent development model. Teachers' reactions to this type of training are noted. (SM)

ED 438 370 UD 033 338

Henze, Rosemary C.; Hauser, Mary E.
Personalizing Culture through Anthropological and Educational Perspectives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 33p.; Report based on Exploring Culture: A Dialogue Among Teachers and Anthropologists, an institute sponsored by: ARC Associates; Council for Anthropology and Education; Center for Research on Education, Diversity & Excellence; and the College of Education & College of Extended Learning, San Francisco, CA.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anthropology; Community Involvement; *Cultural Awareness; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; Ethnic Stereotypes; Language Minorities; Parent Participation; Racial Attitudes; *Teacher Attitudes; Teacher Educators; Teacher Expectations of Students; Teachers

This report was designed for teachers and teacher educators who, in their teaching, curricula, and relationships with students, struggle with fundamental cultural questions: Who are my students? What kinds of cultural influences shape their lives? How do they and I shape and construct this culture on an ongoing basis? and What are my own cultural assumptions and how do they influence my teaching? This publication was developed after a 2-day institute in which teachers, teacher educators, and anthropologists collaborated to create ways of answering these questions. The purpose of this publication is to provide suggestions to assist teachers in personalizing culture--that

PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employment Patterns; Enrollment; Followup Studies; *High School Graduates; High Schools; Postsecondary Education; Public Schools; Questionnaires; Tables (Data); Urban Schools
IDENTIFIERS- *Detroit Public Schools MI

The 1997 graduates of the Detroit Public Schools, Michigan, were asked to respond to a survey about their perceptions of the quality of their high school experience and to provide information about their employment status and postsecondary education. A total of 1,099 usable questionnaires was received from the graduates, a 17.6% response rate. Of these respondents, 95.2% indicated that they were or had been employed, enrolled, or in a military program after graduation. Only 18.4% described their current employment as full time, and the most commonly cited reason for not being employed full time was "going to school." The majority of respondents (81.4%) indicated that they were or had been enrolled in a college, university, special school, or training program. When grading the overall quality of their respective high schools, 81.6% of the graduates gave grades of "A" through "C." The special program in which graduates were most likely to have participated was the Detroit Compact,(38.4%) participated. The postsecondary program in state that was attended by the greatest number of graduates was Wayne State University. An appendix contains the graduate survey. (Contains 22 tables and 1 figure.) (SLD)

ED 438 390 UD 033 364

Hogan, Cornelius D.
Vermont Communities Count: Using Results To Strengthen Services for Families and Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Community Programs; *Delivery Systems; Elementary Secondary Education; Evaluation Methods; Program Development; Program Effectiveness; School Districts; State Programs
IDENTIFIERS- *Outcome Oriented Evaluation; *Vermont

Since 1992, Vermont has been pioneering the development of community partnerships for improving social well-being, using indicators to track success. The working definition of a community, for outcome purposes, is the area served by a school supervisory union. Vermont is divided into 60 such supervisory unions (school districts), but "community" can be defined in other ways as suits the needs of the people involved. With assistance from several national organizations, new outcomes-based partnerships have been developed, usually organized around changing specific outcomes. Some of the partnerships are collaboratives attempting to set up a continuum of services around the outcomes, and others are more highly structured, with staffing to pull things together. This report supplies background on the partnership initiatives, explains how the increasingly recognized. This document presents the proceedings for a 1999 working meeting of individuals from diverse fields to identify and explore possible actions related to financing ECE for children birth through 5 years of age. The document includes discussions of the growing recognition of the relation between quality ECE and developmental outcomes, ECE funding mechanisms, system and finance reforms to improve services for infants, universal preschool, and creation of a climate for increasing public investment in ECE. Also included is a list of action steps to initiate efforts to improve ECE financing. Five insights are identified as emerging from the meeting: (1) renewal and reenergized commitment to provide leadership; (2) a consensus around a set of statements which can serve as a foundation for future action; (3) acknowledgement that a strong research and policy base has been built over the last decade; (4) the lack of a single, simple approach to ECE financing; and (5) recognition of the need to acknowledge public values about caring for your children, to develop diverse constituencies, and to sharpen advocacy efforts. The document's five appendices contain the meeting agenda, a participant list, participants' proposals for next action steps in ECE financing, a 36-item bibliography of research relevant to ECE financing, and a list of state commissions supporting ECE financing. (KB)

ED 438 024   PS 028 060

Walter, Amy
Children's Report Card, 1999: Measuring Minnesota's Progress for Children and Youth. Summary Report.
PUB DATE- 99
NOTE- 17p.; For the 1996 report card, see ED 408 045. Prepared with the assistance of: Richard Fong, Jim Ramstrom, Susan Roth and Lee Schutz.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Child Abuse; Child Neglect; *Child Welfare; *Children; Counties; Delinquency; Early Parenthood; Elementary Secondary Education; Exercise; Graduation; Infant Mortality; Low Income Groups; *Objectives; Poverty; Prenatal Care; Preschool Education; Sexual Abuse; *Social Indicators; State Norms; Substance Abuse; Suicide; Tables (Data); Transfer Students; *Trend Analysis; Violence; Volunteers; Welfare Recipients; Youth Problems
IDENTIFIERS- *Indicators; *Minnesota; Out of Home Care; Vaccination

Minnesota Planning developed the Children's Report Card in 1994 to help the state and its 87 counties gauge the well-being of Minnesota's children and youth. The report was created as an extension of Minnesota Milestones, a long-range plan for the state and a tool to measure results which was developed by Minnesota Planning in 1992. For the first time, this 1999 report card is organized around 6 of the 19 Milestones goals. The new structure is intended to strengthen the state's ability to track trends. With a focus on county-level data on children and youth, the report card presents data on 6 new indicators and 5 revised indicators. The indicators are: (1) children in poverty; (2) children in families receiving welfare; (3) children from low-income families; (4) school transfers; (5) births by teens; (6) children placed out of home; (7) child abuse and neglect; (8) physical abuse; (9) sexual abuse; (10) family alcohol abuse; (11) prenatal care; (12) low birth-weight concerns parental perceptions regarding teachers' competence. Each of the action researchers defined their own research strategies to obtain needed information and acquired knowledge important to them. The paper concludes that organizing a study to solve a specific educational problem or to discover more information about given environments is the true nature of action research. Contains 20 references. (KB)

ED 438 043 PS 028 240

Bruer, John T.
The Myth of the First Three Years: A New Understanding of Early Brain Development and Lifelong Learning.
PUB DATE- 99
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attachment Behavior; *Brain; Child Development; Child Rearing; Cognitive Development; *Early Experience; *Infants; *Lifelong Learning; Parent Child Relationship; Preschool Education; Public Policy; *Toddlers
IDENTIFIERS- *Brain Development

Challenging the prevailing belief that the first 3 years of a child's life comprise the most critical period for development, this book maintains that although there is valid scientific evidence for the existence of critical periods, the same research points to learning and development occurring throughout life. The book asserts that too many people have seen the first 3 years as the main opportunity to shape children's futures and that this overemphasis contributes to the detriment of long-term parental and educational responsibilities. Chapter 1 of the book presents the 3-strand theme evident in popular literature on the brain and early child development and discusses how they have been used in policy documents such as "Starting Points" and in the "I Am Your Child" campaign. These three strands are: (1) rapid growth of synapses during infancy and toddlerhood; (2) critical periods in development; and (3) the role of enriched environments in enhancing brain development. Chapter 2 traces the development of infant determinism. Chapter 3 explores what neuroscientists know about rapid synapse development during the early years. Chapter 4 discusses the current neurobiological understanding of critical periods and what critical periods mean for child care and development. Chapter 5 summarizes the research on enriched environments and examines its implications for early childhood education and lifelong learning. Chapter 6 concludes that the "I Am Your Child" movement and related literature oversimplify, misinterpret, and confuse what is known about early brain development. Implications of these problems for child rearing, child care, and public policy are also discussed. Each chapter contains references. (KB)

ED 438 044 PS 028 242

Making After School Count, 1999.
PUB DATE- 99
NOTE- 98p.; For 1998 issues, see ED 427 857.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive

DESCRIPTORS- *Child Health; Child Safety; *Compliance (Legal); *Day Care; Day Care Centers; Early Childhood Education; Government Role; National Surveys; *Safety; State Action; *State Regulation
IDENTIFIERS- Child Care and Development Block Grants; Day Care Licensing Agencies; *Day Care Regulations

Although states must certify that they have requirements to protect the health and safety of children in child care in order to receive Child Care and Development Block Grant funds, neither the scope nor stringency of these requirements has been stipulated. At the request of Congressional members, this report identifies the most critical licensing/enforcement activities that help states ensure child safety and health in child care, describes the extent to which states conduct these activities for regulated providers, and explains how states ensure that nonregulated providers receiving block grant funds meet the law's safety and health requirements. Information sources included a literature search, interviews with child care licensing experts and state/federal officials, and a national survey of state licensing directors. Among the licensing/enforcement activities recommended in the findings are criminal background checks and child abuse registry checks on prospective providers, and frequent, unannounced monitoring visits. Most states' policies for background checks and monitoring visits were consistent with recommendations. Success in following recommended practices was related to increases in staff and budgets for licensing offices. Most states reported having an array of sanctions to bring providers into compliance. The states' enforcement activities also satisfy the safety and health requirements of the block grant. For providers that states choose not to regulate, some states nevertheless conduct activities usually reserved for regulated providers; many states inform nonregulated providers of the safety and health requirements and ask them to certify that they will comply with requirements. Appendices provide tables on frequency of state licensure and monitoring visits, state child care licensing budget and full-time-equivalent staffing levels, and state caseloads. (KB)

ED 438 062 PS 028 262

Child Health USA, 1998.
PUB DATE- 98
NOTE- 83p.; For 1996-1997 edition, see ED 415 025.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; *Child Health; Day Care; Demography; Dropout Rate; Early Childhood Education; Early Parenthood; Employed Parents; Health Behavior; Health Care Costs; *Health Needs; *Incidence; Infant Mortality; Infants; Mortality Rate; Mothers; Municipalities; Poverty; Prenatal Care; *Social Indicators; Tables (Data)
IDENTIFIERS- Healthy People 2000; Indicators; Medicaid; Vaccination

Intended to inform policymaking in the public and private sectors, this booklet compiles secondary data for 55 health status indicators. The book provides both graphical and textual summaries of data, and addresses long-term trends where applicable. Data are presented for the target populations of Title V funding: infants, children, adolescents, and women of childbearing age. In addition to health status, the book provides background on traditional child protective services (CPS) systems, including weaknesses of the traditional CPS model, and describes the underlying philosophy and practical application of the CPS reform models that are being implemented in a number of states. Key elements of CPS reform systems are: (1) multi-tiered response; (2) family assessment; (3) community-based case workers; (4) changing role of the central child abuse registry; and (5) community collaboration. The brief also analyzes the differences between various state reform initiatives and illustrates some of the challenges experienced by these first efforts. Initiatives in Jacksonville, Florida; St. Louis, Missouri; Cedar Rapids, Iowa; and Louisville, Kentucky are described. Drawing on these lessons, the brief offers an "Advocate's Checklist for Implementation of Child Protective Services Reform," which provides a framework for advocates to use to participate in designing a CPS reform initiative that will best fit the resources, needs, and political realities of their individual communities. The philosophy behind CPS reform efforts offers a promising response to the deficits in traditional CPS practice, because it is shaped by the premise that CPS must service families both when they are at risk for neglect and abuse, and after neglect and abuse have already occurred. (EV)

ED 438 080   PS 028 282

McPake, Joanna; Harlen, Wynne; Powney, Janet; Davidson, Julia
Practices and Interactions in the Primary Classroom. Interchange 60.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Elementary School Teachers; Foreign Countries; *Grouping (Instructional Purposes); National Curriculum; *Teacher Student Relationship
IDENTIFIERS- Scotland; Student Disengagement; Student Engagement

This Interchange report summarizes research carried out by the Scottish Council for Research in Education into the classroom experiences of teachers and pupils in 12 Scottish primary schools and also at the impact of "setting," the practice of grouping pupils in separate classes with separate teachers, according to pupils' attainment in a given curriculum area. Qualitative and quantitative data were collected through detailed classroom observation in 1 class in each of 12 primary schools; interviews with teachers and target pupils were also conducted. An additional four schools were selected for further observational research focusing on the impact of "setting" on classroom experiences. The main findings of the research include: (1) the balance of the curriculum observed was markedly different from that recommended in the 5-14 guidelines; (2) the classroom physical layout did not necessarily reflect pupils' main working patterns; (3) pupils were most likely to be engaged when working collaboratively with other pupils or when interacting with the teacher; (4) pupils were least likely to be engaged when working without direct teacher supervision in circumstances in which they could also socialize with other pupils; (5) teachers spent around 80 percent of classroom time on teaching and teaching-related

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cognitive Processes; Constructivism (Learning); Cooperative Learning; Discourse Analysis; Educational Practices; Elementary Education; *Elementary School Students; Learning Processes; Learning Theories; Mathematics Instruction; *Middle School Students; Modeling (Psychology); Peer Relationship; *Peer Teaching; *Piagetian Theory; Professional Development; Teacher Role; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Dyads; Social Constructivism; Vygotsky (Lev S)

Considerable attention has been given recently to how children educate each other and how to maximize the cognitive benefits of peer learning. Based on papers presented at a 1996 symposium on Cognitive Skills and Learning with Peers, this book focuses on peer learning. Part 1 presents implications of Piaget's and Vygotsky's theories. Part 2 describes several techniques originating from cognitive theories. Part 3 considers the teacher's role. The chapters are: (1) "Implications of Piagetian Theory for Peer Learning" (Richard De Lisi and Susan L. Golbeck); (2) "Implications of Vygotsky's Theory for Peer Learning" (Diane M. Hogan and Jonathan R. H. Tudge); (3) "Evolution of Discourse during Cross-Age Tutoring" (Natalie K. Person and Arthur G. Graesser); (4) "Discourse Patterns for Mediating Peer Learning" (Alison King); (5) "Developing Productive Group Interaction in Middle School Mathematics" (Noreen M. Webb and Sydney Farivar); (6) "Designing Collaborative Contexts: Lessons from Three Research Programs" (Annemarie Sullivan Palinscar and Leslie Rupert Herrenkohl); (7) "Structuring Dyadic Interaction through Scripted Cooperation" (Angela M. O'Donnell); (8) "A Fish Called Peer Learning: Searching for Common Themes" (Sharon J. Derry); (9) "Classroom Choices from a Cognitive Perspective on Peer Learning" (Marie A. Cooper); (10) "The Role of the Teacher in Promoting Cognitive Processing during Collaborative Learning" (Michael S. Meloth and Paul D. Deering); (11) "Implications of Cognitive Approaches to Peer Learning for Teacher Education" (Anita Woolfolk Hoy and Megan Tschannen-Moran); and (12) "Teachers as Peer Learners: Professional Development in an Advanced Computer Learning Environment" (Tamar Almog and Rachel Hertz-Lazarowitz). (Contains approximately 600 references.) (KB)

ED 438 099 PS 028 306

Children, Child Abuse and Child Protection: Placing Children Centrally.
PUB DATE- 99
NOTE- 218p.; Written by the Violence Against Children Study Group.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Black Youth; *Child Abuse; *Child Caregivers; Child Health; *Child Welfare; Childhood Needs; *Children; Childrens Rights; Decision Making; Foreign Countries; Older Adults; Police; *Public Policy; Residential Institutions; Residential Programs; Schools; Sexuality; Theories; Violence
IDENTIFIERS- Age Bias; *Child Protection; Child Protective Services; Great Britain

This book provides an overview of the political, moral, and social context within which British child welfare practitioners and managers attempt to work with children, families, and others. The book reviews the development of improved policy and

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Business Administration Education; Corporate Education; *Experiential Learning; Foreign Countries; *Individual Development; *Management Development; *Outdoor Education; Program Effectiveness
IDENTIFIERS- England (Northwest)

This paper explores the relationship between experiential learning theory and outdoor management training, and describes a British outdoor management program grounded in adult learning theory. An introduction explores competing paradigms in management education: the managerialist perspective, which focuses on development of skills and competencies; the critical perspective, which analyzes political aspects of management; and the humanist perspective, which is rooted in human relations theory. Originating in the Outward Bound movement, outdoor development emerged in the 1970s as a mechanism for developing managers and organizations. Today, outdoor management development is used by a third of British corporations. The rationale for using the outdoors as a training environment emphasizes novel activities that heighten awareness of interpersonal behavior, psychological risk, and elimination of role conflict common in office settings. An outdoor management development program, offered for 10 years at a business school in northwest England, includes a mandatory 2-day residential program. Large- and small-group outdoor activities are designed around adult learning theory, particularly Kolb's learning cycle, and include review and feedback sessions and reflective tasks. Themes emerging from participant comments and evaluations indicate that outdoor management programs can fulfill both educational and training roles and can stimulate the development of analytical skills, and that structure, relevance, and perceived transferability are important features of effective outdoor programs. (Contains 22 references.) (SV)

ED 438 117 RC 022 245

Rosenfeld, Stuart A.
The South's Rural Community Colleges in the New Millennium.
SPONS. AGENCY- Farm Foundation, Oak Brook, IL.
PUB DATE- 00
NOTE- 9p.; Sponsored by the TVA Rural Studies Program at the University of Kentucky, the USDA Economic Research Service, and the 29 Southern land-grant institutions.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; *Community Colleges; Economic Development; Education Work Relationship; Educational Demand; *Educational Trends; *Institutional Mission; *Labor Force Development; Rural Areas; *Rural Development; Rural Schools; Two Year Colleges
IDENTIFIERS- *United States (South)

During the second half of the 20th century, two-year colleges in the rural South were transformed from "junior" appendages of other institutions to community colleges that responded to the needs of local workers and businesses. This paper examines how the South's rural community colleges contribute to economic development today and what challenges they face in the near future. Economic development is now accepted as a core mission of community colleges, encompassing such functions as upgrading workplace skills, providing contract courses for industry, and

Jennifer Pubentz); "Crafting as Environmental Education" (Zabe MacEachren); "Narrative Approaches to Adventure Therapy" (Stephen Gaddis); "The Benefits of Meditation for Outdoor Education" (Jim Ettenger); "Spiraling towards Sustainability: Supporting Facilitator and Training Program Development through Experiential Learning" (Bonnie Mullinix); "W.A.S.H. (We All Speak Here!) and a Learning Model" (Michael St. John); "Experiential Education: The Main Dish, Not Just a Side Course" (Jeff Jacobs); "Unscrewing Yourself: One Approach to Anger Management Groupwork with Adolescents" (Andy Greif); "What Is an Experiential Learner?" (Lynn Donahue); and "Include Me: A Universal Approach to Ropes Challenge Courses" (Karinsue Fink-Miller). (Each paper contains references.) (SU)

ED 438 135 RC 022 263

Kosberg, Bernard; Mellins, Claude A.; Pubentz, Jennifer L.
Residential Camping for At Risk Preschoolers.
PUB DATE- 99
NOTE- 12p.; In: Selected Monographs from the Association for Experiential Education International Conference (27th, Rochester, NY, October 1999); see RC 022 262.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Camping; Child Development; *Experiential Learning; Outdoor Activities; Outdoor Education; *Preschool Children; Preschool Education; *Resident Camp Programs

A combination of experiential education and residential camping can have positive effects on preschool children with emotional, behavioral, and learning problems. Preschool Prep at Ramapo Anchorage Camp (Rhinebeck, New York) was developed to meet the specific needs of high-risk children aged 4-6. Many of the children come from unsafe urban neighborhoods and poor families. About 63 percent of campers are boys, 40 percent are black, and 39 percent are Latino. During 3-week summer sessions, the children live in small groups in rustic cabins and experience a wide variety of educational, outdoor, athletic, and creative activities. Children learn to live in a group and play cooperatively, enhance their verbal skills, and expand their physical activities. The camp focuses on teaching values, and a one-to-one counselor-camper ratio provides significant adult-child interaction. A systematic program evaluation was conducted during the summers of 1995-98. The results indicate that a short-term specialized camping experience can effectively help young children develop age-appropriate social, self-help, communication, and motor skills. Vignettes describe the successes of individual campers and the dedication of staff. (SU)

ED 438 136 RC 022 264

MacEachren, Zabe
Crafting as Environmental Education.
PUB DATE- 99
NOTE- 8p.; In: Selected Monographs from the Association for Experiential Education International Conference (27th, Rochester, NY, October 1999); see RC 022 262.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

with personal characteristics or educational experiences that predispose them to live in rural areas. Most rural teachers were raised close to where they now teach. Various "grow-your-own" strategies offer incentives to local residents to become teachers. Colleges must take a greater role in recruiting students with the potential to become successful rural teachers. A rural teacher's involvement in community educational and cultural programs influences the decision to stay or leave; therefore, retention requires a coordinated school-community effort. State programs for recruiting and retaining teachers vary widely and include equalized teacher salaries, teacher supply-and-demand analyses by subject area and community, teacher placement clearinghouses, scholarships and loans, advertising in other targeted states, forgiving student loans for teacher service, and related career activities for secondary students. (Contains 15 references.) (SU)

ED 438 153   RC 022 311

Dewees, Sarah
Improving Rural School Facilities for Teaching and Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Building Obsolescence; Construction Needs; Disadvantaged Schools; *Educational Facilities Improvement; Elementary Secondary Education; *Financial Problems; Financial Support; Poverty; *Rural Schools; *School Buildings
IDENTIFIERS- ERIC Digests

This digest examines the problem of upgrading rural school facilities, focusing on specific rural issues, conditions that interfere with teaching and learning, and new funding approaches. Almost half of U.S. public schools are in rural areas and small towns. Close rural school-community relationships may make it easier to make decisions, communicate with the community, and raise funds for facilities improvement. On the other hand, many rural districts have financial disadvantages: low enrollments, which diminish available construction money; lower property values, which lower the potential to borrow money; and high poverty rates. About half of rural and small-town schools report at least one facility problem. In addition to deterioration because of age, many rural schools must cope with new requirements for teaching and learning. These include laboratory classrooms, flexible instruction areas, multimedia centers, adequate space to accommodate parent involvement and an array of social and health services, electrical wiring and conduits for computers and other technology, accommodations for special needs students, and mandated removal of hazardous building materials. Fixing these problems will be costly, and despite increased school construction nationwide, rural districts have not kept up with urban areas. In 1997, Congress authorized Qualified Zone Academy Bonds to make school renovation funding more accessible to poor school districts. (Contains 18 references.) (SU)

ED 438 178   SE 063 196

Horn, Laura; Bobbitt, Larry
Mapping the Road to College: First-Generation Students' Math Track, Planning Strategies, and Context of Support. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
PUB DATE- 00
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Bound Students; College Preparation; Enrollment; Higher Education; *Parent Background; Secondary Education; Secondary School Mathematics; Tables (Data); *Track System (Education)

This publication compares first-generation students (i.e., those whose parents have no more than a high school education) with their peers whose parent or parents attended college. It focuses on mathematics course taking--the effectiveness of taking algebra in 8th grade and advanced math courses in high school for subsequent college enrollment--and planning strategies students used to prepare for college. The report also examines the involvement of students' parents, teachers, and other "institutional agents" capable of helping them prepare for college. The results of the study offer both negative and positive findings concerning the experiences of first-generation students. On the negative side, even after controlling for measures of academic achievement, family income, family structure (single versus two parents), and other related characteristics, first-generation students were less likely than their peers to participate in academic programs leading to college enrollment. Consequently, they were much less likely to enroll in college within two years of graduating from high school. The disparity between first-generation students and their peers from families where at least one parent had attained a bachelor's degree was especially notable. On the positive side, regardless of parents' educational attainment, students' achievement, and other related factors, students who completed mathematics programs beyond the level of Algebra 2 substantially increased their chances of enrolling in a 4-year college. In addition, other factors such as parents' participation in college preparation activities and students receiving help from their high school in the application process also increased students' chances of enrolling in college (at any level). (Contains 23 references.) (ASK)

ED 438 179   SE 063 201

Lemire, David
Math Problem Solving and Mental Discipline: The Myth of Transferability.
PUB DATE- 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October, 1988).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Ability; Elementary Secondary Education; *Mathematics Education; *Problem Solving; *Transfer of Training

Harbor; *USS Arizona

This lesson describes and discusses the submerged remains of the battleship USS Arizona which rests on the silt of Pearl Harbor (Hawaii), just as it had settled on December 7, 1941, the day Japan attacked the U.S. fleet and began the Pacific battles of World War II. The lesson is based on the National Register of Historic Places registration file, "USS Arizona Wreck", and other materials from the park. It could be used in U.S. history units on World War II or in courses dealing more generally with war and conflict. Students will better understand the logistics of the Japanese attack, the Arizona's destruction, and the significance of the Memorial to the people of the United States. The lesson is divided into the following teaching activities sections: "Setting the Stage": "Historical Context"; "Locating the Site": "Maps" (Hawaii and Japan; the Island of Oahu; Pearl Harbor); "Determining the Facts: Readings" (The Attack on Pearl Harbor; The USS Arizona Memorial); "Determining the Facts: Charts" (December 7, 1941, Losses; Brothers Aboard the USS Arizona, Dec. 7, 1941); "Visual Evidence: Images" (The USS Arizona Setting Out from New York, 1918; USS Arizona Burns and Sinks, Dec. 7, 1941; Aerial and Interior Views of the USS Arizona Memorial; Aerial View of Pearl Harbor Today); and "Putting It All Together: Activities" (Pearl Harbor and the Casualties of War; Comparing Textbook Accounts; Survivors of War; Examining War Materials). Contains a list of supplementary Web site resources. (BT)

ED 438 201 SO 031 085

Dowler, Lorraine
Think Locally, Act Globally! Linking Local and Global Communities through Democracy and Environment. Hands-On! Developing Active Learning Modules on the Human Dimensions of Global Change.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Community; *Concept Formation; Democracy; Elementary Secondary Education; Environment; Foreign Countries; *Geography; *Geography Instruction; *Global Approach; Social Studies; Thematic Approach
IDENTIFIERS- *Global Change; *Global Issues; World Citizenship

Designed so that it can be adapted to a wide range of student abilities and institutional settings, this learning module on the human dimensions of global change seeks to: actively engage students in problem solving, challenge them to think critically, invite them to participate in the process of scientific inquiry, and involve them in cooperative learning. The module includes more student activities and suggested readings than most instructors will have time to cover in their courses. Instructors will need to select those readings and activities best suited to the local teaching conditions. At the heart of the module are two basic geographic themes: scale and human relations with other people and their environments. In the module, students examine the concept of community, beginning with the one in which they live. The module helps them to look at the democratic values that are the ideal foundation of community in U.S. society. It explores linkages between the local community and communities at larger scales. In the module, students: investigate how these linkages affect their daily lives; assess the concept of "global citizenship";

Sherrow, Victoria
Encyclopedia of Youth and War: Young People as Participants and Victims.
PUB DATE- 00
NOTE- 366p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Children; Childrens Rights; Elementary Secondary Education; Foreign Countries; Global Approach; Social Studies; *War; *World History; *World Problems; *Youth
IDENTIFIERS- Peace Education; UNICEF; *Victims of War

This encyclopedia provides comprehensive information on youth and war. Beginning with the 30 Years' War in the 17th century and ending with the conflicts in Bosnia and Kosovo, the encyclopedia covers children and youth from birth to age 18, with additional materials on young adults from 18 to 24 years of age. The encyclopedia includes over 300 cross-referenced entries on nearly all aspects of youth and war, including information about: (1) how young people were affected by or took part in a particular war; (2) types of wartime services rendered by children, including espionage, resistance movements, child soldiers, and victory gardens; (3) how youth have worked to prevent or end war; (4) organizations and individuals who have taken on the plight of children in war zones; and (5) physical, spiritual, emotional, social, and economic effects of war on children and youth. On the subject of how war and post-war conditions impede children's education, the encyclopedia discusses World War II in detail, paying attention to how textbooks and teaching materials that reflected Nazi ideals gave children constant messages that Jews were to blame for Germany's problems, and how school routines and rituals reinforced Nazism. The encyclopedia contains a preface, an extensive bibliography, an index, an annotated listing of films about children and youth in war, and numerous print and Internet references. (BT)

ED 438 222 SO 031 360

Rohlen, Thomas P., Ed.; LeTendre, Gerald K., Ed.
Teaching and Learning in Japan.
PUB DATE- 98
NOTE- 399p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cognitive Style; *Cultural Context; Educational Objectives; *Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; Japanese Culture; *Learning Processes; *Lifelong Learning; Non Western Civilization; *Teaching Methods
IDENTIFIERS- *Japan

The essays gathered in this volume are united by the common goal of understanding teaching and learning in Japan as it actually occurs. The essays seek to answer questions about the actual conduct of learning in different settings and at different points in the life cycle. This volume explores the expectations and associations found in specific Japanese situations. Although each chapter describes a specific context, the overall goal is to construct a whole picture embracing the diversity and underlying commonalities. The essays provide an inside view of Japanese teaching methods, where the emphasis is on the process of learning rather than the end product; applications materials needed, background notes, evaluation methods, and assignments that fulfill National Social Studies Standards and National Geography Standards. It describes how to use the five fundamental themes of geography to discover Israel and Jordan: Location, Place, Movement, Environment, and Region. (The unit focuses mainly on Jordan; a companion unit focuses on Israel. Each fundamental theme is outlined in the unit, and activities are suggested based upon the themes. Discussion questions are provided, using writing prompts, and appropriate literature connections are also featured. Other activities use a Venn diagram to compare and contrast, and involve comparative geography and a "discovery box." Contains a 13-item bibliography of children's books, as well as a selection of 28 "National Geographic" articles on Israel and Jordan. (BT)

ED 438 242 SO 031 600

Fitzhugh, William P.
Interesting Israel: A Social Studies Unit for Elementary Students.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Orlando, FL, November 19-21, 1999). Based on research gathered from "Israel and Jordan: Paving a Path for the Future Through Understanding Peoples and Cultures of the Middle East" 1998 Fulbright Hays Seminar Abroad Program. For the unit on Jordan, see SO 031 599.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; Comparative Analysis; Elementary Education; Foreign Countries; *Geography; *Social Studies; Thematic Approach; Units of Study
IDENTIFIERS- *Israel; *Jordan; National Geography Standards; National Social Studies Standards; Venn Diagrams

In this curriculum unit, elementary school children read information about two neighboring countries, Israel and Jordan, to make comparisons not only between the two countries but also about their own neighborhood as well. The unit uses a variety of strategies, from reading and responding to writing prompts, to creative activities, to active video viewing with web making. The unit outlines the five fundamental themes of geography to help students discover Israel and Jordan: Location, Place, Movement, Environment, and Region. These fundamental themes are used as the basis for activities. A list of materials needed, background notes, and references to the National Social Studies Standards and the National Geography Standards are included. Contains a 13-item selected bibliography of children's books and a list of 28 Natural Geographic magazine articles on Israel and Jordan. (BT)

ED 438 243 SO 031 604

McKay, Roberta; Gibson, Susan
Reshaping the Future of Social Studies: Literature/Research Review.
PUB DATE- 99
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Literature Reviews; *Social

of someone else's plans. The sections in the paper are as follows: "Introduction"; "The Promise of Standards Alignment"; "The Role of the Standards"; "Where to Begin"; "The National Board Propositions Shaping Teacher Practice" (continuing professional development, master's degree programs, teacher evaluation, and preservice teacher education); "The National Board and Professional Accreditation"; "Alignment, the Campus, and the Field"; "The Professional Development of Teacher Educators"; and "Final Thoughts." (SM)

ED 438 262 SP 039 009

Tom, Alan R.
Teacher Education Reform in the United States: Thrusts, Assumptions, and Implications.
PUB DATE- 00
NOTE- 51p.; Keynote address at the International Symposium on Repositioning Teacher Education (Sydney, Australia, January 27-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Accountability; Alternative Teacher Certification; *Educational Change; Educational Policy; Elementary Secondary Education; Higher Education; *National Standards; Performance Based Assessment; Preservice Teacher Education; *State Standards; Teacher Competencies
IDENTIFIERS- *National Board for Professional Teaching Standards; *National Council for Accreditation of Teacher Educ; Reform Efforts

This paper presents four major teacher education reform thrusts in the United States, touching on several important characteristics of the U.S. context for teacher education: the locus of control for education; both private and public control over teacher education; the loss of faith in education; disagreement over whether teacher education needs more or less regulation; and the absence of a master plan for the reform of U.S. teacher education. The four major reform thrusts are standards and accountability, alternative teacher certification, the National Council for the Accreditation of Teacher Education, and the National Board for Professional Teaching Standards. The paper concludes with a set of 11 assertions that grew out of an analysis of the four reform thrusts. Also presented are 12 questions which may help teacher educators address the policy issues that have grown out of the U.S. experience in teacher education reform. (Contains 33 references.) (SM)

ED 438 263 SP 039 011

Inoue, Yukiko; Jackson, Marilyn
Collegial Training and Innovative Creative Teaching for Education Students in Guam.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual International Conference on Creative Teaching (3rd, Lucerne, Switzerland, January 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Cooperative Planning; *Creative

international trade in education; the WTO and the education market; new trends in education; the effect of international trade on higher education; education in the sights of GATS; New Zealand and the risky gamble of liberalization; the key issue of funding; and what is at stake for public education against the backdrop of globalization in the new millennium. An appendix presents education services in the GATS scheduling guidelines. (SM)

ED 438 282 SP 039 032

Longhurst, Max L.; Smith, Geoffrey G.; Sorenson, Blaine L.
Enhance ONE Year of Education.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Substitute Teachers; Teacher Effectiveness; *Teacher Improvement; Teaching Skills
IDENTIFIERS- Utah State University

Substitute teachers are responsible for over 1 full year of every child's education, but research shows that only 10 percent of school districts provide more than 2 hours of substitute teacher training, and 53 percent of school districts provide no training. There is a tremendous need to implement effective training programs that will ultimately improve factors leading to student achievement. Due to inadequate training, students are not being effectively educated by most of their substitute teachers. The Substitute Teacher Institute at Utah State University has developed training materials based on sound educational content and research. The program focuses on six areas created to improve the learning environment for students. Within these six areas, this paper addresses some of the issues hindering substitute teachers from effective teaching. One essential key to managing a class successfully is learning how to handle situations without becoming emotionally involved. Also, it is critical that substitute teachers know what activities and materials can be brought into the classroom to supplement the lesson plan when needed. With the skills gained from adequate training, substitute teachers will enhance the learning environment of every classroom they enter. (Contains 11 references.) (SM)

ED 438 283 SP 039 033

Zuckerman, June Trop
Student Science Teachers' Accounts of a Well-Remembered Event about Classroom Management.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Discipline; Higher Education; Preservice Teacher Education; *Science Education; *Science Teachers; Secondary Education; Secondary School Science; *Student Behavior; *Student Teachers; Teacher Behavior

and percent of staff at different educational levels by the highest degree held. Tables 3 and 4 contain information by school level on the total years of teaching experience. Tables 5 and 6 contain information by school level on the number and percent of staff by the type of certification currently held. (SLD)

ED 438 306 TM 030 615

Diploma Examinations Program, 1997-98 School Year. Annual Report.
PUB DATE- 99
NOTE- 76p.; For the 1996-97 school year report, see ED 424 255.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Achievement Tests; Annual Reports; Foreign Countries; Grade 12; *High School Students; High Schools; Scores; *State Programs; Tables (Data); *Test Results; Test Use; *Testing Programs
IDENTIFIERS- Alberta; *Alberta Grade Twelve Diploma Examinations; Canada

This annual report combines the November, January, April, June, and August provincial results in diploma examination courses in Alberta, Canada. The graphs, tables, and text describe student performance for the entire school year. The report is designed to assist school personnel in identifying patterns of student achievement in Alberta and monitoring the effectiveness of their programs in support of student learning. The Diploma Examination Program, established in 1984, certifies the level of individual student achievement in selected grade-12 courses and it helps ensure that province-wide standards of achievement are maintained. The program reports individual and group results. During the 1997-98 school year, final course grades show that, in all courses except Mathematics 33, more than 90% of students achieved the "acceptable" standard. A high percentage of students achieved the standard of excellence in Biology, Chemistry, Physics, and Mathematics 30. The report contains these sections: (1) "Grade 12 Diploma Examinations Program"; (2) "Summary of Results"; (3) "Results by Gender"; (4) "Results for Population Subgroups"; (5) "Special Study: Achievement-over-Time for the Multiple-Choice Section of the English 30 and Social Studies 30 Examinations 1989-1998"; (6) "Special Study: Achievement-over-Time for the Biology 30 Extended Written-Response Question (June 1995 and June 1998 Comparison)"; and (7) "Examiner's Annual Summary Statements." Three appendixes describe the examination development process, give guidelines for interpreting and using the program results, and show the percentage distribution of grades in diploma examination courses. (Contains 39 figures and 43 tables.) (SLD)

ED 438 307 TM 030 618

Guthrie, Abbie C.
A Review of Coefficient Alpha and Some Basic Tenets of Classical Measurement Theory.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

Mathematics; Public Schools; Sciences
IDENTIFIERS- *Hartford Public Schools CT

This paper analyzes the study of the impact of recent changes in the curriculum and enrollment policies on the academic achievement of ninth graders at Hartford Public High School (HPHS), Connecticut. The most notable recent changes include establishment of the Academy for Excellence and Career Exploration for ninth graders and the School-to-Career program. Enrollment in the Academy for Excellence and Career Exploration is required of all ninth graders, who are then grouped into three "houses" to provide ongoing student support. The Academy provides students with individualized attention to support academic achievement and monitor behavior. The School-to-Career program in which students at all grades participate focuses on the promotion of students' career interests, collaborative learning, and technology-based education. The analysis of ninth-grade student records at HPHS for the first reporting period of 1998 and 1999 shows significant differences in favor of the 1999 cohort, with higher mean achievement scores in English, mathematics, and science. Mean scores of ninth graders in 1998 were in the failure range, but those for 1999 ninth graders were in the "average" to "below average" range. It is too early to attribute these improvements to the Academy and School-to-Career programs but it is plausible to assume that this new approach may be an important contributing factor. An appendix contains an analysis of academic achievement data. (SLD)

ED 438 331 TM 030 650

Bulach, Clete; Penland, Julie; Williams, Ronnie; Doss, Brian
A Scale for Measuring the Likelihood That Violence Will Occur.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Georgia Education Research Association (Atlanta, GA, October 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bullying; *Educational Environment; Factor Analysis; Factor Structure; *Institutional Characteristics; *Junior High School Students; Junior High Schools; Measurement Techniques; Prediction; Student Characteristics; Test Construction; *Violence

An instrument was developed to identify schools that might be more prone to the occurrence of violence. The first draft of the instrument was developed by a research analyst, the project evaluator, the school resource officer at a junior high school, and school officials. This draft went through several pilot administrations, revisions, and factor analyses. The final version, which consisted of 67 items, was administered to all 745 students in grades 6 through 8 of the junior high school. Factor analysis revealed that the scale had five factors. The overall measure of internal consistency and reliability yielded a reliability correlation coefficient of 0.85. The mean scores led school officials to conclude that bullying behavior was not a serious problem in the school. The instrument did reflect that bullying occurs, but the score indicated that it occurs only once in a while. The instrument provides useful data to help school officials develop a plan to reduce bullying, and identifies behaviors and school locations that could be potential problems. (SLD)

ED 438 332 TM 030 651

DESCRIPTORS- *Academic Achievement; Black Education; *Blacks; Disabilities; *Educational Attainment; Elementary Secondary Education; Gifted; Higher Education; *Males; Racial Identification; *Social Adjustment; Teaching Methods
IDENTIFIERS- *African Americans

This collection provides many insights into the condition of African American males, emphasizing educational attainment and achievement, and offers methodologies for documenting how the social and educational worlds of African American males intersect. The essays are: (1) "Teaching Black Males: Lessons from the Experts" (Michele Foster and Tryphenia B. Peele); (2) "The Information Rage: Computers and Young African American Males" (Bernard A. Carver); (3) "The Social Construction of High-Incidence Disabilities: The Effect on African American Males" (Beth Harry and Mary G. Anderson); (4) "Identifying Giftedness among African American Males: Recommendations for Effective Recruitment and Retention" (Donna Y. Ford, Tarek C. Grantham, and Deryl F. Bailey); (5) "Who Am I? The Development of the African American Male Identity" (Saladin K. Corbin and Robert L. Pruitt, II); (6) "Responsive Teaching for African American Male Adolescents" (Peter Murrell, Jr.); (7) "Combating Educational Neglect in Suburbia: African American Males and Mathematics" (Vernon C. Polite); (8) "An Absence of a Talented Tenth" (Joseph A. Hawkins); (9) "Ebony Men in the Ivory Tower: A Policy Perspective" (M. Christopher Brown, II); (10) "What Does Gender Have To Do with the Experiences of African American College Men?" (James Earl Davis); (11) "African American Achievement and Socioeconomic Collapse: Alternative Theories and Empirical Evidence" (Patrick L. Mason); (12) "African American Males and the Struggle toward Responsible Fatherhood" (Vivian Gadsden and Phillip J. Bowman); and (13) "A Cup That Runneth Over: Personal Reflections on the Black Male Experience" (Vernon C. Polite). (Contains 553 references.) (SLD)

ED 438 352   UD 033 317

Blank, Rebecca M.
It Takes a Nation: A New Agenda for Fighting Poverty.
SPONS. AGENCY- Russell Sage Foundation, New York, NY.; Rockefeller Foundation, New York, NY.; Northwestern Univ., Evanston, IL. Center for Urban Affairs and Policy Research.
PUB DATE- 97
NOTE- 340p.; Updated with a new preface by the author.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Births to Single Women; Crime; Early Parenthood; Economic Factors; Federal Government; Federal Programs; Ghettos; Job Training; *Low Income Groups; One Parent Family; *Poverty Programs; *Public Policy; Public Support; State Government; *State Programs; Youth Programs
IDENTIFIERS- Family Support; Temporary Assistance for Needy Families; Welfare Reform

This book examines the condition of America's poor and the policies used to help them, demonstrating that government aid has been far more effective in reducing poverty than most people think. One of the primary points of the book is that poverty is not synonymous with single mothers and their children on welfare; in fact, the majority of the poor are in other types of households and traditionally have had little access to direct case assistance. The book argues that federal, state, and local assistance should go hand in hand with private efforts at community development and personal empowerment and is, moving away from broad generalizations about cultures or ethnic groups and toward specific knowledge about individual students and families. It includes sections on understanding contemporary concepts of culture, enhancing cultural self-knowledge, learning about others as cultural beings and applying this learning to parent involvement, curriculum, and advocacy agendas. By grounding cultural knowledge and behavior in the everyday experiences of students, families, and teachers, rather than in broad generalizations and stereotypes about groups, teachers can make strong connections between students' prior experiences and the school curriculum, thus enhancing students' engagement in the learning process. (Contains 24 references.) (Author/SM)

ED 438 371   UD 033 340

Yu, Corrine M., Ed.; Taylor, William L., Ed.
Title I in Midstream: The Fight To Improve Schools for Poor Kids. Report of the Citizens' Commission on Civil Rights, Fall 1998. Executive Summary.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Annenberg Foundation, St. Davids, PA.; Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 42p.; Dianne M. Piche, Project Director, with the assistance of Phyllis McClure, Stephanie Schmelz. For the 1999 report, see UD 033 341.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Educational Policy; Educational Practices; Elementary Secondary Education; *Equal Education; *Federal Legislation; Minority Groups; Poverty; Standards; *Urban Youth
IDENTIFIERS- *Elementary Secondary Education Act Title I; Reform Efforts

This executive summary, part of a larger study that will include an examination of Title I implementation in selected districts and schools, assesses the extent to which the policies and enforcement practices of the U.S. Department of Education have fulfilled the promise of the recent reauthorization of the Title I program. The summary is organized around five broad sets of questions about the impact of Title I on the academic achievement of poor children: (1) high standards for all; (2) fair and accurate assessments; (3) accountability; (4) adequate teacher capacity to provide all students with the opportunity to achieve; and (5) evidence that reforms can work. The summary finds that Title I has made some difference to poor and minority children, but it has not made enough of a difference to close the persistent achievement gap between poor and nonpoor, and minority and nonminority students. The shortcomings of the program are found to flow in large measure from the failure of federal, state, and local officials to heed the call of the new law to renovate and reform the educational system. There is wide variation in the degree to which the states have complied with the requirement of the new Title I. The summary makes recommendations to address the identified shortcomings of Title I implementation. (SLD)

ED 438 372   UD 033 341

Yu, Corrinne M., Ed.; Taylor, William L., Ed.
Title I in Midstream: The Fight To Improve Schools for Poor Kids.

partnerships work, and outlines the state's progress using results-based accountability developed by the partnerships. A case study illustrates a partnership in action. An afterword by Mark Friedman gives a broader context to the results-based accountability and community partnership movement in the United States. Appendixes discuss outcome indicators in Vermont and describe the partnership operating in the town of Barre. (Contains 21 graphs and 3 tables.) (SLD)

ED 438 391 UD 033 365

Strom, Kevin J.; Smith, Steven K.; Snyder, Howard N.
Juvenile Felony Defendants in Criminal Courts. State Court Processing Statistics, 1990-94. Bureau of Justice Statistics Special Report.
PUB DATE- 98
NOTE- 13p.; Jointly published with the office of Juvenille Justice and Deliquency Prevention.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Courts; *Delinquency; *Juvenile Justice; *Minority Groups; *Sentencing; *Urban Areas; Violence; *Young Adults

This report provides statistics about juveniles in the criminal justice system, whether handled as adults in criminal courts or handled in juvenile courts. In the 75 largest U.S. counties, juveniles transferred to criminal courts represented about 1% of all felony defendants. Two thirds of juveniles transferred to criminal court were charged with a violent offense, including 11% charged with murder. Of the juveniles transferred to criminal courts, 63% were black males, 29% were white males, 3% were black females, and 2% were white females. Fifty-nine percent of the juveniles transferred to criminal court were convicted of a felony, and 52% of those convicted of a felony were sentenced to prison. The average prison sentence was about 9 years. Of juveniles formally processed in juvenile courts, 48% were white males; 36%, black males; 7%, white females; and 5%, black females. Fifty-five percent of juvenile defendants formally processed in juvenile courts were adjudicated delinquent. Of these juveniles, 40% received a disposition of residential placement, and 50% received formal probation. The methodology used to develop the statistics is discussed. Four appendixes discuss judicial processing of young offenders, estimating the number of juveniles handled in adult courts, juveniles adjudicated as adults in the federal system, and the jurisdictions used in two major samples of juvenile defendants. (Contains 14 tables.) (SLD)

ED 438 392 UD 033 366

Ahlburg, Dennis A.
Characteristics of Poverty: What the 1990 Census Says about Minnesota.
PUB DATE- 97
NOTE- 32p.; Fifth and final report in the series "What the 1990 Census Says about Minnesota."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Census Figures; Change; *Economic Factors; *Educational Attainment; *Low Income Groups; Minority Groups; *Poverty; Urban Problems

babies; (13) on-time immunization; (14) third-grade assessment; (15) basic standards; (16) high school graduation; (17) infant mortality; (18) exercise and physical activity; (19) suicide attempts; (20) smoking and tobacco use; (21) alcohol use; (22) sexual activity; (23) volunteering; (24) fighting; (25) driving under the influence of alcohol or drugs; and (26) juvenile apprehensions. The report card notes positive trends, specifically higher rates of on-time immunization, improved scores on elementary assessment tests, lower rates of infant mortality, fewer suicide attempts, reduced sexual activity, more volunteering, and less fighting. Negative trends noted are a greater proportion of low-income children, increased school transfers, increase in low birth-weight babies, and higher rates of juvenile apprehensions. (EV)

ED 438 025   PS 028 064

Bremner, Gavin, Ed.; Slater, Alan, Ed.; Butterworth, George, Ed.
Infant Development: Recent Advances.
PUB DATE- 97
NOTE- 340p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Development; *Cognitive Development; Emotional Development; Infant Behavior; *Infants; Interpersonal Relationship; Knowledge Representation; *Language Acquisition; Longitudinal Studies; *Motor Development; *Perceptual Development; Piagetian Theory; Psychiatry; *Social Development; Theories; Visual Perception
IDENTIFIERS- Facial Perception; Psychoanalytic Theory; Speech Perception

Noting that the last 30 years have seen enormous increases in the understanding of infancy, this book examines the current state of knowledge regarding infant development. The book's contents stem from meetings of the British Infancy Research Group. Although the book was intended for advanced undergraduates, it would also be useful for advanced researchers. The chapters are: (1) "Development of Taste Perception and Appetite Regulation" (Gillian Harris); (2) "Visual Perception and Its Organisation in Early Infancy" (Alan Slater); (3) "From Perception to Cognition" (J. Gavin Bremner); (4) "Dynamical Systems Approaches to the Development of Action" (Brian Hopkins and George Butterworth); (5) "Beyond the 'Couch Potato' Infant: How Infants Use Their Knowledge To Regulate Action, Solve Problems, and Achieve Goals" (Peter Willatts); (6) "Reassessing Piaget's Theory of Sensorimotor Intelligence: A View from Cognitive Science" (Julie C. Rutkowska); (7) "Development of Categorisation: Perceptual and Conceptual Categories" (Jean M. Mandler); (8) "Stability of Mental Development from Infancy to Later Childhood: Three 'Waves' of Research" (Marc H. Bornstein, Alan Slater, Elizabeth Brown, Elizabeth Roberts, and Jacqueline Barrett); (9) "Perception of Social Stimuli: Face Perception and Imitation" (Alan Slater and George Butterworth); (10) "Communication in Infancy: Mutual Regulation of Affect and Attention" (Vasudevi Reddy, Dale Hay, Lynne Murray, and Colwyn Trevarthen); (11) "Psychoanalysis and Infancy" (R. Peter Hobson); (12) "Referential Communication: Making Sense of the Social and Physical Worlds" (David Messer); and (13) "Language and Its Pathology" (Margaret Harris). Section introductions point out similarities and contrasts between arguments developed by different authors. Each chapter contains references. (KB)

(Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *After School Programs; At Risk Persons; Community Involvement; Community Role; *Community Services; Elementary Secondary Education; *Enrichment Activities; Partnerships in Education; Program Effectiveness; *School Community Relationship
IDENTIFIERS- Program Characteristics

This document consists of the three 1999 issues of a journal highlighting the Making After-School Count Initiative, programs across the country wherein communities and schools cooperate to serve children during after-school hours. The February 1999 issue describes grassroots efforts by California parents and religious leaders to secure funding for after-school programs and for school rebuilding and construction. Other articles in this issue describe current federal spending for after-school programs; media efforts to increase public awareness of the after-school movement; and present results of a national poll indicating that 93 percent of Americans want after-school programs available for all children. The July 1999 issue describes how expanded-day classes can contribute to academic achievement. Additional articles in this issue discuss the importance of quality for program effectiveness, how school readiness can close the educational gap for young children; and describe promising programs around the country. The October 1999 issue describes the 10 components of a school community partnership in Philadelphia, "Children Achieving." The reform agenda provides academic and non-academic support to help student achieve higher academic standards; retrain teachers; mobilize parents and business people; and decentralize the school district into 22 learning clusters, each with instructional leaders and a Family Resource Network. (KB)

ED 438 045   PS 028 243

Hynes, Kathryn; O'Connor, Susan; Chung, An-Me
Literacy: Exploring Strategies To Enhance Learning in After-School Programs.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; Elementary Education; *Elementary School Students; Learning Disabilities; Limited English Speaking; *Literacy; *Literacy Education; *Reading Instruction; *Writing Instruction

Noting that many after-school programs are exploring ways to help children develop strong literacy skills, this paper is designed to help program providers think about ways to support literacy development, clarify the types of services various staff are qualified to provide, and offer ideas about strategies to best meet the needs of children and families. The paper also provides information on how children learn to read, reasons for reading difficulties, and what can be done to help. The literacy strategies discussed are: (1) building a quality program foundation; (2) introducing literacy activities into programs; (3) integrating literacy activities into programs; and (4) providing individualized support. The paper also gives recommendations for providing services for children with addresses health services utilization and population characteristics. Following the introduction, which discusses trends and issues in children's health, the booklet has six sections: (1) "Population Characteristics," including children in poverty, maternal age, working mothers, and school dropouts; (2) "Health Status," discussing the health issues related to infants, children, and adolescents; (3) "Health Services and Utilization," including health care financing, vaccination coverage levels, physician visits, service utilization by children with chronic conditions, hospital utilization, and prenatal care; (4) "State-Specific Data," including data tables on infant and neonatal mortality, prenatal care, low birth weight, births to women under 18, Medicaid information, and health care financing; (5) "City Data," focusing on comparisons between cities with populations over 100,000 and national data on infant mortality, low birth weight, and prenatal care; and (6) "Progress towards Healthy People 2000," summarizing progress toward several prevention objectives. (Contains 34 references.) (HTH)

ED 438 063 PS 028 263

Child Health USA, 1999.
PUB DATE- 99
NOTE- 83p.; For 1998 edition, see PS 028 262.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; *Child Health; Day Care; Demography; Dropout Rate; Early Childhood Education; Early Parenthood; Employed Parents; Health Behavior; Health Care Costs; *Health Needs; *Incidence; Infant Mortality; Infants; Mortality Rate; Mothers; Municipalities; Poverty; Prenatal Care; *Social Indicators; Tables (Data)
IDENTIFIERS- Healthy People 2000; Indicators; Medicaid; Vaccination

Intended to inform policymaking in the public and private sectors, this booklet compiles secondary data for 54 health status indicators. The book provides both graphical and textual summaries of data, and addresses long-term trends where applicable. Data are presented for the target populations of Title V funding: infants, children, adolescents, and women of childbearing age. In addition to health status, the book addresses health services utilization and population characteristics. Following the introduction, which discusses trends and issues in children's health, the booklet has six sections: (1) "Population Characteristics," including children in poverty, maternal age, working mothers, and school dropouts; (2) "Health Status," discussing the health issues related to infants, children, and adolescents; (3) "Health Services and Utilization," including health care financing, vaccination coverage levels, physician visits, service utilization by children with chronic conditions, hospital utilization, and prenatal care; (4) "State-Specific Data," including data tables on infant and neonatal mortality, prenatal care, low birth weight, births to women under 18, Medicaid information, and health care financing; (5) "City Data," focusing on comparisons between cities with populations over 100,000 and national data on infant mortality, low birth weight, and prenatal care; and (6) "Progress towards Healthy People 2000," summarizing progress toward several prevention objectives. (Contains 32 references.) (HTH) activities; (6) more whole-class teaching occurred in "setting" schools than in non-"setting" schools; and (7) teachers used a similar range of approaches in both contexts, with instruction used more frequently in "setting" schools. (KB)

ED 438 081 PS 028 284

The Child Care Challenge: Models for Child Care Services. Neighborhood Networks.
PUB DATE- 99
NOTE- 16p.; For other documents in the Neighborhood Network Series, see ED 433 452, ED 434 225, and CE 079 643.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; Delivery Systems; Early Childhood Education; *Family Day Care; *Models; Program Design
IDENTIFIERS- Barriers to Implementation; *Department of Housing and Urban Development; Program Replication

Neighborhood Networks is a community-based initiative established by the U.S. Department of Housing and Urban Development (HUD) to provide residents of HUD-assisted or insured properties with programs, activities, and training promoting economic self-sufficiency. This booklet provides Neighborhood Networks centers information on successful models of home-based child care. Centers can then use these models to develop child care services for resident families and expand the employment and business opportunities of residents. The booklet highlights "Project Opportunity," a replicable model for developing high-quality child care services that provide viable employment opportunities. Information is provided on program design, outcomes achieved by the program, and barriers to starting child care services. The report also provides tips to community groups interested in starting family child care, including information on resources and examples of other successful child care delivery systems. The concluding section describes child care services already being provided to residents at Neighborhood Networks centers, and lists resources for developing home-based child care. (EV)

ED 438 082 PS 028 286

Jackson, Sondra; Mathews, Joanne L.
Supporting the Kinship Triad.
PUB DATE- 99
NOTE- 279p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caseworker Approach; *Caseworkers; *Child Welfare; Curriculum; *Foster Care; *Foster Children; *Foster Family; Learning Modules; Professional Development; Social Work; Training Objectives
IDENTIFIERS- *Kinship Foster Care

Noting that the application of a child-centered, family-focused casework practice model has been difficult in kinship care, this training curriculum describes how to work with the "kinship triad," the child, the birth family, and the kinship practices in child protection. Placing children at the center of policy, practice, and discourse, it explores how child protection interconnects with other systems. The chapters are: (1) "Black Children and the Child Protection System" (Gurnam Singh); (2) "Young Carers--The Contradiction of Being a Child Carer" (Eric Blyth and Allison Waddell); (3) "Children and Adolescents Who Sexually Abuse" (Helen Masson); (4) "Mothering and the Child Protection System" (Brid Featherstone); (5) "Child Protection and Domestic Violence: Pointers for Practitioners" (Anne Ashworth with Marcus Erooga); (6) "Ageism, Violence and Abuse--Theoretical and Practical Perspectives on the Links between 'Child Abuse' and 'Elder Abuse'" (Jeff Hearn); (7) "Decision-Making in Case Conferences--Meeting Whose Needs?" (Nancy Kelly and Judith Milner); (8) "Schools and Child Protection" (Eric Blyth and Helen Cooper); (9) "Primary Prevention in Child Protection: The Role of the Health Visitor" (Suzanne Smith); (10) "The Location of Child Protection in Relation to the Current Emphasis on Core Policing" (Cath Adams and Christine Horrocks); (11) "'Being There': Residential Care of Children and Young People" (Christine Horrocks and Kate Karban); (12) "Sexuality, Sexual Abuse and Children's Homes--Oppression or Protection?" (Lorraine Green and Wendy Parkin); and (13) "Preventing Institutional Abuse: An Exploration of Children's Rights, Needs and Participation in Residential Care" (Jenny Myers, Teresa O'Neill, and Jocelyn Jones). Each chapter contains references. (KB)

ED 438 100   PS 028 307

Hohmann, Charles
Foundations in Elementary Education: Overview.
PUB DATE- 96
NOTE- 52p.; Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Classroom Environment; Developmentally Appropriate Practices; Educational Objectives; *Elementary School Curriculum; Primary Education; *Teaching Methods
IDENTIFIERS- *High Scope Model; Program Characteristics

The cornerstone of the High/Scope approach to early elementary education is the belief that active learning is fundamental to the full development of human potential and that active learning occurs most effectively in settings that provide developmentally appropriate learning opportunities. This guide and accompanying videotape are intended to acquaint parents, teachers, and administrators with the High/Scope model. The first three sections of the guide explore High/Scope's fundamental goals and purposes, psychological foundations, and organization and management of the classroom environment. The next five sections detail the High/Scope approach to instruction in language and literacy, mathematics, science, movement, and music. The guide's final section reviews evidence of the effectiveness of the approach. The guide's accompanying videotape presents classroom scenes from High/Scope programs in a range of settings, illustrating such core components of the approach as the "plan-do-review" sequence, small-group workshops, and classroom interest areas equipped for specific kinds of learning. The videotape also introduces High/Scope's guides for language and literacy, math, science, movement, and music. (HTH) focusing on technology and business development. Certain key features of rural community colleges link them to rural development. Community colleges are more demand driven, more affordable, and more accessible than other institutions of higher education; provide a local repository of knowledge and skills; are freer to adopt explicit economic development goals and tailor programs to regional labor markets; and are egalitarian and open to the entire community. Conditions and trends most likely to influence rural community colleges in the next decade include the increasing impact of information technologies, competition with private-sector education providers, collectivism, globalization, rising academic goals, and changing occupational mix. Recommendations are offered in the areas of articulation with 4-year programs, lifelong learning, learning communities, shift from competencies to problem-solving skills, alliances and collaboration, global outlook, and targeted programs. (Contains 23 references.) (SU)

ED 438 118 RC 022 246

Winter, William F.
The Rural South: From Shadows to Sunshine.
SPONS. AGENCY- Farm Foundation, Oak Brook, IL.
PUB DATE- 00
NOTE- 8p.; Based on a speech given at the Conference of the Southern Rural Development Center (Gulfport, MS, July 1999). Sponsored by the TVA Rural Studies Program at the University of Kentucky, the USDA Economic Research Service, and the 29 Southern land-grant institutions.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Disadvantaged; *Economic Development; *Educational Needs; Elementary Secondary Education; Higher Education; *Human Capital; Labor Force Development; Racial Relations; *Rural Areas; *Rural Development; Technology; Urban to Rural Migration
IDENTIFIERS- Barriers to Change; Capacity Building; *United States (South)

The South can move out of the shadows of the harsh economic realities of the last 15 years and into the sunshine of developing new strategies to take advantage of the region's strengths. These strengths include a vast wealth of natural resources; a Sunbelt location; and most important, a huge reservoir of undeveloped human capital. The road to sunshine entails building stronger relationships across race, class, and institutional lines; investing in the region's human capital resources to produce an educated and well-trained work force; and recognizing the importance of technology as a key to attracting new businesses to rural communities. The first and most obvious barrier to economic success separates the poorly educated from the well-trained. In many of the South's poorest areas, poor schools not only shortchange their own kids but also send a bad signal to outside businesses that might want to locate there. The region's universities and community colleges can lead the way in creating a commitment to quality public education. Other barriers to rural development include deregulation and economic trends that favor urban areas, differences based on race, and the need to build capacity for local development. Overcoming these barriers present a challenge to everyone in the South, but centers particularly on the kind of leadership that people are willing to provide. (SU)

ED 438 119 RC 022 247

(120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Camping; *Creative Activities; *Environmental Education; *Experiential Learning; *Handicrafts; Outdoor Activities; Outdoor Education; *Sensory Experience
IDENTIFIERS- *Environmental Awareness; Reflective Thinking

This paper explores the ways in which "crafting" experiences shape our relationship to and understanding of the natural world. Crafting is defined as the process of making an item that is useful and aesthetically pleasing. Crafting not only involves some handiwork, but it also has the potential for encouraging environmental awareness. Although early youth camping programs explicitly associated handicrafts with nature study, today few programs emphasize the connection. The current focus on technology has distanced us from our artifacts and from the real world. A solution resides in the return of sensory-based experiences and full bodily involvement. Crafting activities are dependent upon sensory-rich engagement and attention to the materials used. For crafters, the deepest connection with nature seems to come from walking into the natural world and using natural materials to create a useful item. Even in an urban environment, a well-developed crafting curriculum can provide a context for environmental awareness to occur and for issues like sustainability to be felt and experienced directly through the body. Eight "guideposts" are offered for examining aspects of the environment via crafting activities. The guideposts cover "origins" (whether or not to make something), seeking materials, harvesting materials, resonance of repetitive bodily movements, design and sensory involvement, utility and use, community celebration (cultural connections), and perceptions of scraps or remnants. Questions for reflection accompany each guidepost. (SV)

ED 438 137   RC 022 266

Ettenger, Jim
The Benefits of Meditation for Outdoor Education.
PUB DATE- 99
NOTE- 7p.; In: Selected Monographs from the Association for Experiential Education International Conference (27th, Rochester, NY, October 1999); see RC 022 262.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Meditation; *Outdoor Education; Perception; Wilderness
IDENTIFIERS- Reflective Thinking; *Self Awareness; *Self Reflection

Outdoor education is not merely about learning outdoor skills; it should also involve self-reflective activities. Meditation is a technique used for self-reflection, has many proven psychological and physiological benefits, and would be a good addition to any wilderness program. Research has shown that the psychological benefits of meditation include access to theta brain wave states for optimal learning, decreased stress, and more positive self-concept. Physiological benefits include lowered heart rate and blood pressure, and decreased oxygen consumption. College students instructed in mindfulness meditation during outdoor education trips were less bored and more engaged in activities than those who did not receive training. Meditation is more readily understood if the word

ED 438 154 RC 022 312

Carter, Carolyn S.
Education and Development in Poor Rural Communities: An Interdisciplinary Research Agenda. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Action Research; Adult Education; *Community Development; *Educational Needs; Elementary Secondary Education; Human Capital; *Low Income Counties; *Poverty; Public Policy; *Research Needs; *Rural Areas; School Community Relationship
IDENTIFIERS- *Capacity Building; ERIC Digests; Social Capital

More than 30 years after the Great Society initiatives, poverty continues to put large numbers of students at risk of school failure. The challenges to education and life success are most severe for children in the nation's poorest rural counties, the 535 rural persistent poverty (RPP) counties. This digest provides background on RPP counties and outlines some critical areas and types of multidisciplinary research needed to develop tools, programs, and community capacity to improve the quality of life, including education, in poor rural communities. Histories of inequality and outside control of resources have left many RPP communities with deep social stratification, low-performing schools, and low expectations for students from poor families. Reform efforts in RPP communities must take into account the economic, political, and social marginalization that continues to structure educational practice and community life. Building community capacity for change requires developing stronger human and social capital. In October 1999, an interdisciplinary group of researchers, policy makers, and experts in education and community engagement developed research agendas to help revitalize RPP communities. Their recommendations are outlined in three categories: capacity building (the role of interrelationships between school and community, local leadership capacities, and the impact of new technologies); policy research (rural disadvantages, policy bias, and policy impacts); and interdisciplinary focus across institutions and constituencies. (Contains 16 references.) (SV)

ED 438 155 RC 022 313

Peacock, Thomas D.; Day, Donald R.
Teaching American Indian and Alaska Native Languages in the Schools: What Has Been Learned. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alaska Natives; *American Indian Education; *American Indian Languages; American Indians; Community Attitudes; Community Involvement; Elementary Secondary

It is alleged by math teachers and their supporters that math problem solving actually transfers to skills in real or applied problem solving (RAPS). The purpose of this paper is to discuss the issue of math problem solving and the concomitant concept of mental discipline/transfer of learning. The mental discipline theory and evidence to support this theory is broached first, then the relationship between mental discipline and math problem solving is discussed. It is concluded that mathematics should be taught in public schools when there is high interest, high aptitude, or high need for this kind of learning. When math is taught, it should be taught well, integrating math theory as much as possible into the real world that surrounds students. Otherwise, the time spent in public schools that has been allocated to mathematics should be reallocated to the development of useful, relevant teaching in RAPS. (Contains 14 references.) (ASK)

ED 438 180 SE 063 207

Redish, E. F.; Wilson, Jack M.; McDaniel, Chad
The CUPLE Project: A Hyper- and Multi-Media Approach to Restructuring Physics Education.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; Higher Education; *Physics; Program Descriptions; *Programming; Science Curriculum; *Science Instruction

The Comprehensive Unified Physics Learning Environment (CUPLE) is a project that brings together innovative uses of the computer for physics teaching into a single, multi-purpose learning environment. The status of college-level introductory physics teaching is reviewed. In these courses, physics instructors have been forced to be satisfied with only the best students achieving significant learning. Even those students often have to wait until later in their training to begin to learn many of the tools that are fundamental to the activities of the professional physicist. This paper discusses how educational computer technology might be used to change this situation. The CUPLE environment, as an example of a way to deliver the requisite computer tools, is also discussed. (Contains 25 references.) (ASK)

ED 438 181 SE 063 210

Redish, Edward F.; Wilson, Jack M.
Student Programming in the Introductory Physics Course: M.U.P.P.E.T.
PUB DATE- 00
NOTE- 39p.; Originally published in the American Journal of Physics, v61 p222-32, 1993. Project supported by the Fund for the Improvement of Postsecondary Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; Higher Education; *Physics; *Programming; *Science Curriculum; *Science Instruction

Since 1983, the Maryland University Project in Physics and Educational Technology (M.U.P.P.E.T.) has been investigating the implication of including student programming in an encounter the forces that shape the world; and finally, explore the world as an interdependent partnership where all partners are vulnerable to environmental degradation and the deterioration of social conditions. For the instructor, the module begins with a brief summary of general module objectives; skills emphasized; student activities included (reading critically, writing essays, interpreting documents and maps, making sense of statistical information, confronting values, and weighing costs and benefits); material requirements; concepts focused on; and time requirements and difficulty level. Appendices include a 60 item annotated bibliography and reprints of three related articles, each of which has its own references. (BT)

ED 438 202 SO 031 181

Hoover Dam Learning Packet.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Engineering; Field Trips; Historic Sites; Intermediate Grades; Primary Sources; Secondary Education; Social Studies; *United States History; *Water Resources; *Wildlife
IDENTIFIERS- Colorado River; *Dams; Environmental Impact; *Hydroelectric Power; Site Visits

This learning packet provides background information about Hoover Dam (Nevada) and the surrounding area. Since the dam was built at the height of the Depression in 1931, people came from all over the country to work on it. Because of Hoover Dam, the Colorado River was controlled for the first time in history and farmers in Nevada, California, and Arizona finally received a dependable supply of water. The packet includes learning activities to promote understanding of Hoover Dam's impact on the environment, and its technical and historical significance for the United States. Student activities in the packet may be used alone or in conjunction with a visit to Hoover Dam. Information in the packet is divided into four main sections: "History"; "Wildlife"; "Water Resources"; and "Hydroelectricity." Within each section in the packet are the concepts stressed by the material, background information for learners, suggested activities to aid learning and understanding, charts, posters, puzzles, and a bibliography for further resources. (Contains a 23 item bibliography.) (BT)

ED 438 203 SO 031 183

The Mayflower Landed Here!
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Colonial History (United States); Field Trips; Historic Sites; *History Instruction; Intermediate Grades; Primary Sources; Secondary Education; *Social Studies
IDENTIFIERS- *Mayflower; *Pilgrims; Site Visits

This booklet provides information so that teachers can prepare their grade 5 and above students for a visit to the Cape Cod National Seashore historic site. Pilgrims on the Mayflower across contexts, from religion to music to mathematics to guidance, are handled very differently than in the West. The titles and authors of the essays are as follows: (1) "Teaching and Learning in the Rinzai Zen Monastery" (G. Victor Sogen Hori); (2) "Building Character" (Thomas P. Rohlen); (3) "Fostering Social and Intellectual Development: The Roots of Japanese Educational Success" (Catherine C. Lewis); (4) "...And Tomoko Wrote This Song for Us" (Lauren J. Kotloff); (5) "Honoring the Individual" (Nancy Sato); (6) "Teachers and Teaching: Elementary Schools in Japan and the United States" (Shin-ying Lee; Theresa Graham; Harold W. Stevenson); (7) "Responsibility and Learning: Some Preliminary Hypotheses about Japanese Elementary Classrooms" (Ineko Tsuchida; Catherine C. Lewis); (8) "Cultures of Mathematics Instruction in Japanese and American Elementary Classrooms" (James W. Stigler; Clea Fernandez; Makoto Yoshida); (9) "The Kumon Approach to Teaching and Learning" (Nancy Ukai Russell); (10) "Shido: The Concept of Guidance" (Gerald K. LeTendre); (11) "The Path to Adulthood According to Japanese Middle Schools" (Rebecca Irwin Fukuzawa); (12) "Try, Try Again: Training in Noh Drama" (Tom Hare); (13) "The Suzuki Method of Music Instruction" (Lois Peak); and (14) "Conclusion: Themes in the Japanese Culture of Learning" (Thomas P. Rohlen; Gerald K. LeTendre). Contains an extensive reference list. (BT)

ED 438 223   SO 031 367

Inoue, Yukiko
Undergraduate Women's Gender Awareness and Status Aspirations.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Comparative Analysis; *Females; Foreign Countries; *Gender Issues; Higher Education; *Sex Role; Social Science Research; Social Status; Student Surveys; *Undergraduate Students
IDENTIFIERS- Guam; Japan

A study was conducted to determine women's realization toward the quality of life, identifying their status aspirations. The study's primary purpose was to achieve a better understanding of how undergraduate women of Guam and Japan would aspire to their academic and social goals and how they would become aware of their gender equality. The secondary purpose was to achieve an understanding of how the life course selection of undergraduate women would be associated with the realized status aspirations. The focus of the study was on formulating a statistical profile of women of two different settings. Although Guam and Japan are geographically close, the mind set and culture of the people are quite distant. In particular because it is an important military site, Guam has mirrored the U.S. government and institutional models to become Americanized. Even though modern day Japan was founded on a plan developed by the U.S. military, Japanese culture has been strong and venerable. The survey instrument was developed and reviewed to have content validity, and pilot-tested on undergraduate women to ascertain student aspirations and awareness. Subjects, 111 Guamanian university women and 131 Japanese university women, were surveyed. Findings suggest that both groups of women are more likely to go to college soon

Studies; Student Needs
IDENTIFIERS- *Canada (West); Research Synthesis

This literature/research review was conducted to provide information to guide future work on the Western Canadian Protocol Social Studies K-12 Project and reflects the researchers' perspectives on topics and subjects reviewed. The review represents a broad synthesis of relevant research and literature in the key areas identified, not an exhaustive and complete search in any specific area. The contents of the review were developed through an examination of international and national social studies journals, textbooks, research handbooks, publications, and conference programs to determine topics that have been of interest to the social studies community within the last 6 or 7 years. These topics were grouped into five main parts: (1) "Revisioning the Social Studies for the 21st Century"; (2) "Reimagining the Role of the Disciplines in Social Studies"; (3) "Responding to Established Curricular Influences on Social Studies"; (4) Reconceptualizing Views of Knowing as Influences on Social Studies Teaching and Learning"; and (5) "Reconsidering Students' Ways of Knowing as Influences on Social Studies Learning." Each part contains multiple subdivisions, and each of the five main areas contains a reference list and possible implications of the literature/research for development of the social studies K-12 common curriculum framework. (BT)

ED 438 244   SO 031 627

Patrick, John J.
The National Assessment of Educational Progress in Civics. ERIC Digest.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Achievement Tests; *Citizenship Education; *Civics; Elementary Secondary Education; Grade 12; Grade 4; Grade 8; *National Competency Tests; Norm Referenced Tests; Social Studies; Standardized Tests; *Student Evaluation
IDENTIFIERS- ERIC Digests; National Assessment of Educational Progress

This Digest describes the development of the 1998 National Assessment of Educational Progress for civics, and the results from that examination of civic knowledge and intellectual skills of students in grades four, eight, and twelve. The assessment format utilized multiple-choice and constructed-response questions. Results were reported by the achievement levels of basic (46% of students at grade four, 48% of students at grade eight, and 39% of students at grade twelve), proficient (21% of students at grade four, 21% of students at grade eight, and 22% of students at grade twelve), and advanced (2% of students at grade four, 2% of students at grade eight, and 4% at grade twelve). NAEP Civics performances also revealed that: (1) at all grades students identified as white or Asian/Pacific Islander tended to have higher test scores than those identified as black or Hispanic; (2) the higher the level of formal education students' parents had attained, the better the students performed on this assessment; (3) students in nonpublic schools tended to score higher than students in public schools, with those in Catholic schools reaching even higher levels of achievement; and (4) students who qualified

Teaching; Early Childhood Education; Higher Education; Language Arts; Lesson Plans; Preservice Teacher Education; Student Attitudes; Teamwork
IDENTIFIERS- Guam

College students' understanding of collegiality is a component of teacher preparation in the Guam Public School District, in order to improve the quality of curricula. Twenty-one college students enrolled in a Language Arts in Early Childhood course were required to practice techniques of the interactive collegial relationship. This study examined how students' lesson plans were enhanced by collegial interaction; how satisfied the students were with that interaction in the course; how learning was enhanced by computer integration into the language arts instruction; and what kind of research is needed to help education students in collegial training. At the end of the semester, students completed the Collegiality Training Questionnaire, consisting of four sections: collegial interaction, computers as learning tools; open-ended questions; and demographics. Data analysis highlighted advantages to this style of learning, including: students felt a sense of community in the class, and students experienced the strength of working in groups. Major disadvantages noted by students were time constraints and a lack of peer cooperation. (Contains 16 references.) (SM)

ED 438 264 SP 039 012

St. John, Edward P.; Ward, James G.; Laine, Sabrina W. M.
State Policy on Professional Development: Rethinking the Linkages to Student Outcomes.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; *Educational Policy; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Policy Formation; Public Education; State Government; State Standards; Teacher Improvement
IDENTIFIERS- Indiana; Ohio; *State Policy

As policymakers focus their inquiries into professional education and the training of teachers, a preliminary framework, based on five questions, can guide them. These are: (1) Do state policies on professional development recognize the complexity of improving student outcomes? (2) Are state professional development programs linked to student outcomes in coherent ways? (3) Is there evidence that professional development programs can influence student outcomes? (4) Does the state have a method of accounting for subsidies for professional development? and (5) Does the state have a method of linking the subsidies for professional development and improvements in student outcomes? The paper presents a framework for identifying the linkages between professional development programs and student outcomes. A case study of the professional development of Indiana and Ohio, and how this development compares to other states in the region and to the national average, shows how agencies already make a substantial development through embedded subsidies. The latest wave of reforms, by contrast, have focused on specifically directed subsidies, with relatively little attention being paid to account for these embedded subsidies. Five questions are posed in order to help states that want to develop well-designed

This paper is about how 36 student science teachers described and responded to a classroom management problem. Each had written an account of a well-remembered event about classroom management. The accounts were analyzed to determine whether student teachers attended to the engagement of groups or focused on the misbehavior of individuals, and whether they attempted to foster growth or enforce compliance. Only about half of the student teachers attended to the engagement of groups, and fewer than half attempted to foster pupil growth. Many demonstrated a pressing need for classroom management guidance. Accordingly, science teacher educators should analyze their student teachers' accounts of a well-remembered event about classroom management so as to guide them to become better managers. An appendix presents one student teacher's account of a well-remembered event about classroom management. (Contains 24 references.) (Author/SM)

ED 438 284 SP 039 277

Eldred, Rosemary
Perspectives on the Explorations of Deepening Understanding of Teaching through Oral History: A Returning Teacher's Perspective.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Higher Education; *Interviews; Middle School Teachers; Middle Schools; *Oral History; *Personal Narratives; Teacher Attitudes; Teacher Researchers

This paper describes how one teacher educator returned to the middle school classroom. In order to update her skills and knowledge, the author worked on a master's degree. One course that she took was in oral history interviewing. She had often used historical letters and journals with students to explore individual descriptions of history, but this class let her experience the process of oral history firsthand. She believed that using oral history interviews in teaching could create a strong sense of relevance in addition to emotional involvement. The graduate class framed interview questions and discussed the degree to which they should probe interviewees' personal lives and thoughts. The class decided that their goal was to elicit a clear understanding of the interviewee's conceptualization of good teaching. This meant framing questions that targeted the desired information. The paper describes how this teacher felt as she probed into her interviewee's life and feelings, noting questions and complications that she encountered. It presents the interviewee's oral history of teaching in the turbulent 1960s, describing her role as teacher, mentor, coach, and mediator. The paper concludes by discussing issues encountered when conducting oral history in the practice of teaching (focusing on the teacher-researcher's middle school classroom). (SM)

ED 438 285 TM 030 302

Education Statistics Quarterly, 1999.
PUB DATE- 99
NOTE- 452p.; Published quarterly.

(150)
DESCRIPTORS- *Effect Size; *Measurement Techniques; *Reliability; *Scores
IDENTIFIERS- *Alpha Coefficient

Too many researchers speak of "the reliability of the test," thus indicating their basic misunderstanding of reliability. This paper explains classical reliability and the score features that influence coefficient alpha. It explains when coefficient alpha can be negative, even though it is conceptually a variance-accounted-for statistic. The recent recommendations of the American Psychological Association Task Force on Statistical Inference emphasize score reliability, because poor score reliability attenuates detected effect sizes. (Contains 24 references.) (Author/SLD)

ED 438 308 TM 030 619

Mahadevan, Lakshmi
The Effect Size Statistic: Overview of Various Choices.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; *Effect Size; Measurement Techniques; Meta Analysis; *Statistical Significance

Over the years, methodologists have been recommending that researchers use magnitude of effect estimates in result interpretation to highlight the distinction between statistical and practical significance (cf. R. Kirk, 1996). A magnitude of effect statistic (i.e., effect size) tells to what degree the dependent variable can be controlled, predicted, or explained by the independent variable (P. Snyder and S. Lawson, 1993). There are a number of ways one can compute an effect size statistic as part of data analysis. There is no concept of "one size fits all" (B. Thompson, 1999), so it is up to the smart researcher to choose the index best suited for a particular research endeavor. It has now become necessary that such a statistic always be included to enable other researchers to carry out meta-analyses and to inform judgment regarding the practical significance of results. This paper provides a tutorial summary of some of the effect size choices so that researchers will be able to follow the recommendations of the American Psychological Association (APA) publication manual, those of the APA Task Force on Statistical Inference, and the publication requirements of some journals. (Contains 3 tables and 11 references.) (Author/SLD)

ED 438 309 TM 030 620

Marsh, S. Neil
A Brief History of the Evolution of Views of the Nature of Score Validity.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

Robinson-Horne, Jacquelyn P.; Jackson, Katie W.
Factors Deterring Participation in Professional Activities.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; *Extension Agents; *Participation; *Professional Development; Rural Extension; Time Management

This study investigated factors deterring county Extension agents from participating in professional development activities, such as in-service training, continuing education, and formal coursework, designed to help them grow as professionals. The Deterrent to Participation Scale-General, which was divided into eight factors, was designed so that a higher degree of agreement indicated a deterrent to participation. Responses were received from 321 extension agents, a response rate of 61%. Descriptive statistics were used to develop a respondent profile and to determine which factors received the highest rating, and thus prevented agents from participating in professional development activities. An item analysis showed the five items with the highest means were inconvenient location, inconvenient time, time away from family, time required for completion, and lack of interest. Of the five items with the highest means, two were from the factor Time Constraints and two were from the factor Lack of Convenience. The findings of this study indicate the survey population was homogeneous and that convenient location and time were critical to decisions to participate. When professional development activities were not seen as relevant, convenience became more important. (Contains 19 references.) (SLD)

ED 438 333 TM 030 684

Baldi, Stephane; Khalaf, George; Perie, Marianne; Sherman, Joel D.
International Education Indicators: A Time Series Perspective, 1985-1995.
PUB DATE- 00
NOTE- 152p.; For an earlier report, see ED 404 365.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Demography; *Developed Nations; Economic factors; Educational Objectives; *Educational Policy; Educational Trends; Elementary Secondary Education; *Enrollment; Expenditures; Foreign Countries; Higher Education; *International Education; International Studies; Labor Market; *Outcomes of Education; Tables (Data)
IDENTIFIERS- *Educational Indicators; Organisation for Economic Cooperation Development; Time Series Analysis

This report compared educational trends in economically developed countries over time. The countries examined are members of the Organization for Economic Co-operation and Development (OECD), an organization of 29 countries dedicated to promoting economic growth and development around the world. In the United States, the 11 years included in this report were marked by increasing awareness of a range of critical issues in education, such as equal access to quality education, violence and drug use in schools, the increasing cost of higher education, the quality of teachers and teacher training, the implementation of technology in the schools, and the relationship between technological changes in the labor market and school curriculum. The indicators in this report permit the assessment change. It discusses many of the provisions of the Temporary Assistance for Needy Families block grant. After an introduction that examines the facts about poverty and welfare reform and presents a note about the definition of poverty, there are eight chapters: (1) "The Changing Face of Poverty"; (2) "A Changing Economy"; (3) "Changing Policy: America's Efforts To Provide a Social Safety Net"; (4) "What Do Antipoverty Programs Do?"; (5) "Who Should Help the Poor?"; (6) "The Movement toward Targeted Programs"; (7) "Where Should We Go from Here?"; and (8) "Conclusions." (Contains approximately 350 references.) (SM)

ED 438 353   UD 033 318

MacDonald, Irene
Morphology of School Violence.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Delinquency; Discipline; Educational Environment; Elementary Secondary Education; Public Schools; Schools; *Student Behavior; *Violence; *Youth Problems

This paper discusses school violence, examining pertinent research, media, and policy documents. Section 1 examines the evolution of terminologies related to youth violence. Section 2 explains that when reviewing researchers' conclusions on school violence, it is important to consider the role perception had in determining those views. Section 3 examines the evolution of strategies for handling school violence. Between the mid-1970s and early 1990s, the problem of student misbehavior evolved from addressing discipline to emphasizing violence prevention. Researchers began to see violence as an outcome of disruptive behavior that had been ignored or attributed to inappropriate causes. Some believed that the swiftness and certainty of punishment was more influential than its severity. Blaming violence on student problems in need of fixing results in failure to accept an underlying pedagogy within schools based on power, dominance, control, and subservience that fosters the behaviors that educators feel pressured to handle. Research supports the benefit of addressing such issues by emphasizing causes (not symptoms), positive and preventive practices, and decision making that benefits students. However, little progress has been made toward organizing schools for the best interests of students. The paper concludes with a new agenda for addressing school violence. (Contains 65 references.) (SM)

ED 438 354   UD 033 319

Howell, James C.; Decker, Scott H.
The Youth Gangs, Drugs, and Violence Connection. Juvenile Justice Bulletin.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Crime; *Drug Abuse; Guns; Homicide; *Juvenile Gangs; *Violence; *Youth Problems
IDENTIFIERS- Drug Trafficking

Report of the Citizens' Commission on Civil Rights, Summer 1999.

SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Edna McConnell Clark Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Annenberg Foundation, St. Davids, PA.

PUB DATE- 99

NOTE- 184p.; Dianne M. Piche, Project Director, with the assistance of Phyllis P. McClure, Stephanie T. Schmelz. For the 1998 executive summary, see UD 033 340.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Educational Policy; Educational Practices; Elementary Secondary Education; *Equal Education; *Federal Legislation; Minority Groups; Poverty; Standards; *Urban Youth

IDENTIFIERS- *Elementary Secondary Education Act Title I; Reform Efforts

This report assesses the extent to which the policies and enforcement practices of the U.S. Department of Education have fulfilled the promise of the recent reauthorization of the Title I program. The study is organized around five broad sets of questions about the impact of Title I on the academic achievement of poor children, centering on: (1) high standards for all; (2) fair and accurate assessments; (3) accountability; (4) teacher capacity to provide all students with the opportunity to achieve; and (5) evidence that reforms can work. The report finds that Title I has made some difference to poor and minority children, but it has not made enough of a difference to close the persistent achievement gap between poor and nonpoor, minority and nonminority students. There is every reason to believe, however, that the program can be successful in the future. The new Title I reforms, while still in midstream, are sound and workable. Evidence of their positive impact is accumulating in states like Maryland and Texas that had similar standards-based reforms in effect before the reauthorization. The Citizens Commission recommends that Congress ratify the principles of standards-based reform in the 1994 amendments by reauthorizing Title I for at least 5 more years. Congress should also take additional steps to improve the capacity of schools and school districts to help all students reach high standards. An appendix contains selected provisions of the Elementary and Secondary Education Act. (Contains 41 figures.) (SLD)

ED 438 373 UD 033 342

Ladd, Helen F., Ed.; Chalk, Rosemary, Ed.; Hansen, Janet S., Ed.

Equity and Adequacy in Education Finance: Issues and Perspectives.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 99

NOTE- 327p.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- Court Litigation; *Educational Finance; *Elementary Secondary Education; *Equal Education; Financial Support; Political Influences; Standards; Urban Schools

In the mid 1990s, the U.S. Congress requested a major study of the U.S. system of elementary and secondary education finance by the National Research Council (NRC). This volume of background papers was prepared in conjunction with one part of the study. It includes eight papers commissioned by the NCR's committee to inform its discussions about equity and adequacy

IDENTIFIERS- *Minnesota

The extent and severity of poverty in Minnesota were studied, and the changes occurring over the 1980s were noted. Also studied were the factors affecting the probability that a Minnesota household will be in poverty. Data addressing these questions are from the Minnesota Public Use Micro Sample of the 1980 and 1990 censuses of the United States. The 1980 sample contained data for 72,241 households, and the sample for 1990 contained data for 83,871 households. Both the number and percentage of Minnesotans in poverty rose through the 1980s. In 1979, 9.5% of Minnesotans lived in poverty, while in 1989, 10.2% (440,845 people) lived in poverty. This was mirrored throughout the state as a whole. The majority of those in poverty were white, since whites make up the overwhelming bulk of Minnesota's population. As a group, white citizens of Minnesota have the lowest poverty rate, about one quarter the rate of African Americans and about one-fifth the rate of Native Americans. Education was one of the most significant factors in determining the likelihood of poverty. Each extra year of education possessed by the householder reduced the probability of the household being in poverty by 1.1 percentage points. Speaking English well or very well also had a significant impact on the incidence of poverty. Other differences were noted with regard to household structure, employment status, and racial differences. Educational attainment was particularly important for households headed by a single mother. An analysis shows that it would take about 0.7% of 1990 state income to move all Minnesotans out of poverty, both a lower percentage and a lower dollar amount than a decade earlier. (Contains 8 tables and 20 references.) (SLD)

ED 438 393 UD 033 367

Hajat, Anjum; Lucas, Jacqueline B.; Kington, Raynard
Health Outcomes among Hispanic Subgroups: Data from the National Health Interview Survey, 1992-95. Advance Data, Number 310.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Health; *Hispanic Americans; Interviews; Low Income Groups; *Socioeconomic Status; Urban Areas
IDENTIFIERS- Health Status; National Health Interview Survey

In this report, various health measures are compared across Hispanic subgroups in the United States. National Health Interview Survey (NHIS) data aggregated from 1992 through 1995 were analyzed. NHIS is one of the few national surveys that has a sample sufficiently large enough to allow such comparisons. Both age-adjusted and unadjusted estimates of several health outcomes are compared for Mexican, Cuban, Puerto Rican, and "other Hispanic" subgroups. The health indicators for Puerto Ricans are significantly worse than for other Hispanic origin subgroups. In contrast, the health indicators for Cubans are often better than those of the other subgroups. Mexican subgroup members fare better than Puerto Ricans on measures such as days of restricted activity, bed disability days, and hospitalizations. The data demonstrate clear difference in health status as well as indicators of socioeconomic status across Hispanic subgroups in the United States. Data on Hispanic subgroups can facilitate the planning of public health services for various underserved populations. (Contains 3 figures, 10 tables, and 22 references.) (SLD)

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WWW Almanac: Making Curriculum Connections for Special Days, Weeks and Months. Professional Growth Series.	218p.	L3	ED 437 968

(053) Guides - Non-Classroom

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K-8 Science and Mathematics Education. The ERIC Review.	80p.	L1	ED 437 931
Let's Read! 101 Ideas To Help Your Child Learn To Read and Write. Bilingual Edition. Revised Edition = Leamos! 101 ideas para ayudar a sus hijos a apprender a leer y escribir. Texto Bilingue. Texto refundido.	113p.	L1	ED 437 623
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Resources in Education (RIE). Volume 35, Number 7.
p. L2 ED 437 498

Rhymes & Reasons: Literature and Language Play for Phonological Awareness.
160p. L3 ED 437 669

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Teen Summer Reading Program, 1999. Read around the World.
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WWW Almanac: Making Curriculum Connections for Special Days, Weeks and Months. Professional Growth Series.
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(132) Reference Materials - Directories/Catalogs

Beyond Dissection: Innovative Tools for Biology Education.
88p. L1 ED 438 188

Counselor Preparation, 1999-2001: Programs, Faculty, Trends. Tenth Edition.
511p. L3 ED 437 591

Directory of Michigan Libraries, 1999 thru 2000.
169p. L1 ED 437 975

Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1999: Personnel Preparation.
244p. L1 ED 437 791

Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1999: Research, Innovation and Evaluation.
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Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1999: State Improvement.
38p. L1 ED 437 793

Discretionary Projects Supported by the Office of Special

Coloring Outside the Lines: Themes and Trends in Experiential Learning in Communication Commission Sponsored Programs at the (S)NCA 1993-1998 Conferences.	23p.	L1	ED 437 894
A Comparison of the Task-Oriented Model and the Social-Emotion-Oriented Model in Computer-Mediated Communication.	39p.	L1	ED 437 924
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ERIC Products and Information Dissemination.	43p.	L1	ED 437 936
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The Social Ecology of Well-Being in Middle Childhood.	15p.	L1	ED 437 588
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Stability of Regular Education Teacher Ratings of Normal and Exceptional Students on the Adjustment Scales for Children and Adolescents (ASCA).	11p.	L1	ED 438 327
State Indicators of Science and Mathematics Education, 1999. State-by-State Trends and New Indicators from the 1997-98 School Year.	136p.	L1	ED 438 173
The State of Charter Schools, 2000. National Study of Charter Schools. Fourth-Year Report.	59p.	L1	ED 437 724
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Graduate and Employer Report, 1996-97 Graduates. Volumes One and Two.	383p.	L1	ED 437 984
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(Instruccion para comenzar a leer: ideas practicas para padres de Familia).
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XML: A Language To Manage the World Wide Web. ERIC Digest.
4p. L1 ED 437 941

(072) Book/Product Reviews

Library and Information Science Annual, 1999, Volume 7.
328p. L3 ED 437 974

Only the Best: The Annual Guide to the Highest-Rated Educational Software and Multimedia. ASCD 1999-2000.
150p. L2 ED 437 897

Attracting and Retaining Teachers in Rural Areas. ERIC Digest.
4p. L1 ED 438 152

Computer Literacy for Community College Students. ERIC Digest.
4p. L1 ED 438 010

Cultural Resources for Mexican American Education. ERIC Digest.
3p. L1 ED 438 149

Curriculum Access and Universal Design for Learning. ERIC/OSEP Digest #E586.
4p. L1 ED 437 767

Education and Development in Poor Rural Communities: An Interdisciplinary Research Agenda. ERIC Digest.
4p. L1 ED 438 154

Implementing Distance Learning in Urban Schools. ERIC/CUE Digest, Number 150.
4p. L1 ED 438 338

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4p. L1 ED 438 153

Multicultural Issues in Outdoor Education. ERIC Digest.
4p. L1 ED 438 151

The National Assessment of Educational Progress in Civics. ERIC Digest.
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Postsecondary Financial Aid for American Indians and Alaska Natives. ERIC Digest.
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4p. L1 ED 438 150

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The School-within-a-School Model. ERIC Digest.
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Supporting Students with Asthma. ERIC/CUE Digest, Number 151.
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Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1999: Technical Assistance, Dissemination, and Parent Information.
144p. L1 ED 437 792

Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1999: Technology and Media Services.
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Florida Library Directory with Statistics, 1999.
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Internet Resources: ELT, Linguistics, and Communication.
678p. L2 ED 437 825

Inventory of Approved and Projected Programs.
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Lessons Learned, 1997: Profiles of Leading Urban Health Department Initiatives in Maternal and Child Health. Highlights of the CityMatCH Urban Maternal and Child Health Leadership Conference (Atlanta, GA, September 1997).
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Toys for All Children: Selecting Toys for Children with Vision or Motor Challenge.
61p. L1 ED 437 751

Transition from School to Life: A Directory of Products and Materials for Professional Development.
204p. L1 ED 437 797

(134) Reference Materials - Vocabularies/Classifications

European Glossary on Education. Volume 1: Examinations, Qualifications and Titles. Ready Reference.
223p. L3 ED 437 919

What Is Literacy? Selected Definitions and Essays from "The Literacy Dictionary: The Vocabulary of Reading and Writing."
33p. L1 ED 437 646

(140) Reports - General

The European House of Education: Education and Economy--A New Partnership. Background Paper.
20p. L1 ED 437 532

(141) Reports - Descriptive

The 70th Anniversary of the Japan Audio-Visual Education Association: A Review of the Past 70 Years. AVE in Japan No. 37.
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Academic Year Report, 1998-99.
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Japanese Government Policies in Education, Science, Sports and Culture, 1997. Scientific Research: Opening the Door to the Future.	126p.	L1	ED 438 157
Jobs for Florida's Graduates Needs To Correct Start-Up Problems To Meet Statutory Goals. OPPAGA Status Report.	9p.	L1	ED 437 559
Lessons from Library Power: Enriching Teaching and Learning. Final Report of the Evaluation of the National Library Power Initiative, an Initiative of the DeWitt Wallace-Reader's Digest Fund.	281p.	L3	ED 437 982
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Teacher and Trainer Training. Workshop on Curriculum Innovation (3rd, Budapest, Hungary, October 14-16, 1998). Report.
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Teacher Perceptions of Parent and Teacher Participation in Shared Decision Making.
39p. L2 ED 438 245

"Teachers Would Have To Be Crazy Not To Use the Internet!": A Preliminary Analysis of the Use of the Internet/WWW by Secondary Social Studies Teachers in Indiana.
32p. L1 ED 438 205

Teachers' and Pupils' Days in the Primary Classroom.
86p. L2 ED 438 084

Teachers' Attitude toward Inclusion and Perceived Professional Needs for an Inclusive Classroom.
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Teaching and Learning as Communication: A Cultural Approach.
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Teaching ESL as Policy or Humanitarian Effort: A School District Case Study.
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Technology Report: A Report on Technology in Iowa Public School Districts, 1997-98.

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Pilot Test of the "School Study of Writing Instruction": A Self-Study Needs Assessment Instrument. A Product of the Kentucky State Project: Designing Professional Development for Portfolio Improvement.
119p. L1 ED 438 130

The Quality Education Checklist: An Instrument for Self-Auditing. Developing Quality Schools: Learning Module #2. Making It Work--The Quality Schools Approach.
14p. L1 ED 437 707

Report of Student Performance, North Carolina Tests of Computer Skills. Reporting on the Classes of 2001-2002 for the State and 117 Public School Systems and 35 Charter Schools.
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Report on the Results of the 1999 Faculty Institutional Survey.
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A Review of Musical Instrument Instruction in Scotland. Research Report Series.
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A Standardised Method for Investigating Learning in Music Therapy. Occasional Paper Number 11.
27p. L1 ED 438 296

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Technical Digest for the Academic Year 1997-1998. Texas Student Assessment Program.
616p. L3 ED 438 287

Technology Report: A Report on Technology in Iowa Public School Districts, 1997-98.
40p. L1 ED 437 900

Workplace and Institute Accredited Training. Costs and Satisfaction.
108p. L2 ED 437 547

WWW Motivation Mining: Finding Treasures for Teaching Evaluation Skills, Grades 1-6. Professional Growth Series.
241p. L3 ED 437 964

WWW Motivation Mining: Finding Treasures for Teaching Evaluation Skills, Grades 7-12. Professional Growth Series.
189p. L3 ED 437 965

(171) Multilingual/Bilingual Materials

Let's Read! 101 Ideas To Help Your Child Learn To Read and Write. Bilingual Edition. Revised Edition = Leamos! 101 ideas para ayudar a sus hijos a apprender a leer y escribir. Texto

Multisensory Teaching of Basic Language Skills.	563p.	L3	ED 437 803
My Self, My Family, My Friends: 26 Experts Explore Young Children's Self-Esteem.	317p.	L2	ED 438 102
Natural and Artificial Playing Fields: Characteristics and Safety Features.	196p.	L3	ED 437 820
Poverty, Inequality and the Future of Social Policy: Western States in the New World Order.	757p.	L3	ED 438 366
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The State of Black America, 1999: The Impact of Color-Consciousness in the United States.	240p.	L1	ED 438 383
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Towards Understanding Leadership in Early Childhood Context: Cross-Cultural Perspectives. Acta Universitatis Ouluensis, E Scientique Rerum Socialium 35.	201p.	L1	ED 438 065
The Transition to Kindergarten. A Series from the National Center for Early Development and Learning.	404p.	L1	ED 438 026
Understanding the Business of Library Acquisitions. Second Edition.	395p.	L3	ED 437 944
Using the Knowledge Base in Reading: Teachers at Work.	75p.	L1	ED 437 619
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(021) Collected Works - Proceedings

The Challenges of Change. A Report from the Aspen Institute Seminar on Hispanic Americans and the Business Community (Aspen, Colorado, July 27-30, 1997).	57p.	L1	ED 438 368

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Diet, ADHD & Behavior: A Quarter-Century Review and A Parent's Guide to Diet, ADHD & Behavior.	62p.	L1	ED 437 785
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Draft Cohort Default Rate Guide for FFEL Program and Direct Loan Program Loans, FY 1998.	165p.	L1	ED 437 881
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The Early Childhood Inclusion Model: A Program for All Children.	247p.	L1	ED 438 054
EDExpress, 2000-2001: Application Processing.	330p.	L1	ED 437 877
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Educator's Guide to Searching the Internet. K-College.	75p.	L2	ED 437 911
Energy Conscious Design: Educational Facilities. Brief No. 1.	27p.	L1	ED 437 805
Equipped for the Future Content Standards. What Adults Need To Know and Be Able To Do in the 21st Century.	171p.	L1	ED 437 557
Everyone's Welcome: The Americans with Disabilities Act and Museums.	164p.	L1	ED 437 754
Facilitating Learning Organizations. Making Learning Count.	222p.	L3	ED 437 518
Failure To Connect: How Computers Affect Our Children's Minds--for Better and Worse.	339p.	L3	ED 438 041
Families at School: A Guide for Educators.	143p.	L1	ED 437 841
Families at School: A Handbook for Parents.	97p.	L1	ED 437 630
First Class: A Guide for Early Primary Education. Preschool-Kindergarten-First Grade.	204p.	L1	ED 438 033
First Grade Teacher's Feelings about Discussing Death in the Classroom and Suggestions To Support Them.			

Teaching American Indian and Alaska Native Languages in the Schools: What Has Been Learned. ERIC Digest.
4p. L1 ED 438 155

XML: A Language To Manage the World Wide Web. ERIC Digest.
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(080) Journal Articles

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(090) Legal/Legislative/Regulatory Materials

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Classrooms as Safe Places To Be Wrong.	10p.	L1	ED 438 276
Closing Gaps in Political Knowledge: Effects of a School Intervention via Communication in the Home.	41p.	L1	ED 437 695
Coaching Teachers-in-Training.	22p.	L1	ED 438 272
Collegial Training and Innovative Creative Teaching for Education Students in Guam.	16p.	L1	ED 438 263
Coloring Outside the Lines: Themes and Trends in Experiential Learning in Communication Commission Sponsored Programs at the (S)NCA 1993-1998 Conferences.	23p.	L1	ED 437 694
Community Perspectives on Student Volunteerism and Service Learning. ASHE Annual Meeting Paper.	24p.	L1	ED 437 876
A Comparison of Chinese and English-Speaking Children on a Series of Theory of Mind-Related Tasks.			

AA - ERIC Processing and Reference Facility

AA001318	ED437498

CE - Adult, Career, and Vocational Education

CE078700	ED437499
CE078701	ED437500
CE079368	ED437501
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CE079571	ED437505//
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CE079587	ED437517//
CE079589	ED437518//
CE079590	ED437519//
CE079591	ED437520//
CE079592	ED437521//
CE079593	ED437522//
CE079594	ED437523//
CE079595	ED437524//
CE079596	ED437525//
CE079597	ED437526//
CE079598	ED437527//
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CE079625	ED437543
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CE079632	ED437550
CE079633	ED437551
CE079634	ED437552
CE079636	ED437553
CE079637	ED437554

SP039029	ED438279
SP039030	ED438280
SP039031	ED438281
SP039032	ED438282
SP039033	ED438283
SP039277	ED438284

TM - Assessment and Evaluation

TM030302	ED438285
TM030592	ED438286//
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TM030603	ED438295
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TM030633	ED438318
TM030636	ED438319
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TM030638	ED438321
TM030639	ED438322
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TM030641	ED438324
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TM030643	ED438326
TM030644	ED438327
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TM030647	ED438330
TM030650	ED438331
TM030651	ED438332
TM030684	ED438333
TM030770	ED438334

UD - Urban Education

UD033247	ED438335
UD033252	ED438336

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CE079653	ED437565
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CE079662	ED437571
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CE079665	ED437574
CE079666	ED437575
CE079668	ED437576
CE079669	ED437577
CE079670	ED437578
CE079671	ED437579
CE079673	ED437580
CE079676	ED437581
CE079678	ED437582
CE079722	ED437583

CG - Counseling and Student Services

CG029680	ED437584
CG029724	ED437585
CG029725	ED437586
CG029733	ED437587
CG029734	ED437588
CG029737	ED437589
CG029738	ED437590//
CG029740	ED437591//
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CG029744	ED437593
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CG029746	ED437595
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CG029760	ED437601//
CG029761	ED437602//
CG029763	ED437603

CS - Reading, English, and Communication

CS013737	ED437604
CS013808	ED437605
CS013809	ED437606
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CS013819	ED437608//
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CS013822	ED437611
CS013823	ED437612

UD033272	ED438337
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UD033295	ED438341
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UD033314	ED438350
UD033316	ED438351//
UD033317	ED438352//
UD033318	ED438353
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UD033322	ED438357
UD033323	ED438358
UD033324	ED438359
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UD033338	ED438370
UD033340	ED438371
UD033341	ED438372
UD033342	ED438373
UD033343	ED438374//
UD033345	ED438375
UD033346	ED438376
UD033347	ED438377//
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UD033351	ED438381
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UD033353	ED438383
UD033355	ED438384//
UD033357	ED438385
UD033359	ED438386
UD033361	ED438387
UD033362	ED438388
UD033363	ED438389
UD033364	ED438390
UD033365	ED438391
UD033366	ED438392
UD033367	ED438393
UD033368	ED438394
UD033670	ED438395

CS013825	ED437613
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CS013831	ED437619
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CS013858	ED437645
CS013859	ED437646
CS013860	ED437647
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CS013872	ED437652
CS013873	ED437653
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CS216974	ED437656
CS216978	ED437657//
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CS216980	ED437659
CS216981	ED437660//
CS216982	ED437661//
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CS216984	ED437663
CS216985	ED437664
CS216986	ED437665//
CS216987	ED437666//
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CS216992	ED437668
CS216993	ED437669//
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CS510193	ED437673
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CS510200	ED437676

CS510201	ED437677
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CS510204	ED437679//
CS510205	ED437680
CS510206	ED437681
CS510207	ED437682
CS510208	ED437683
CS510209	ED437684
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CS510211	ED437686
CS510212	ED437687
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CS510220	ED437694
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CS510224	ED437698
CS510225	ED437699
CS510227	ED437700
CS510228	ED437701
CS510229	ED437702
CS510232	ED437703
CS510236	ED437704

EA - Educational Management

EA029192	ED437705
EA029193	ED437706
EA029194	ED437707
EA029195	ED437708
EA029949	ED437709
EA029951	ED437710
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EA030142	ED437713
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EA030198	ED437719
EA030199	ED437720
EA030200	ED437721
EA030201	ED437722
EA030202	ED437723
EA030203	ED437724
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EA030206	ED437727
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EA030225	ED437740//
EA030226	ED437741
EA030480	ED437742

EC - Disabilities and Gifted Education

EC306752	ED437743
EC306753	ED437744
EC306754	ED437745
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EC307598	ED437750
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EC307641	ED437791
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EC307644	ED437794
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EC307647	ED437797
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EC307649	ED437799
EC307650	ED437800
EC307651	ED437801
EC307652	ED437802
EC307653	ED437803//

EF - Eric Facility

EF005133	ED437804
EF005427	ED437805
EF005458	ED437806
EF005463	ED437807
EF005514	ED437808
EF005523	ED437809
EF005588	ED437810
EF005590	ED437811
EF005612	ED437812
EF005638	ED437813
EF005641	ED437814
EF005651	ED437815
EF005653	ED437816
EF005660	ED437817
EF005661	ED437818//
EF005662	ED437819
EF005664	ED437820//
EF005665	ED437821//
EF005666	ED437822//
EF005671	ED437823
EF005673	ED437824

FL - Language and Linguistics

FL025436	ED437825
FL025816	ED437826
FL025817	ED437827
FL025818	ED437828
FL025819	ED437829
FL025820	ED437830
FL025821	ED437831
FL026105	ED437832
FL026106	ED437833
FL026109	ED437834
FL026110	ED437835
FL026111	ED437836
FL026112	ED437837
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FL026115	ED437839
FL026116	ED437840
FL026117	ED437841
FL026118	ED437842
FL026119	ED437843
FL026120	ED437844
FL026121	ED437845
FL026122	ED437846
FL026123	ED437847
FL026124	ED437848
FL026125	ED437849
FL026126	ED437850
FL026127	ED437851
FL026128	ED437852
FL026129	ED437853
FL026132	ED437854
FL026133	ED437855
FL026152	ED437856

FL026153	ED437857
FL026154	ED437858
FL026155	ED437859
FL801348	ED437860

HE - Higher Education

HE032622	ED437861
HE032623	ED437862
HE032625	ED437863
HE032696	ED437864
HE032697	ED437865
HE032698	ED437866
HE032699	ED437867
HE032700	ED437868
HE032701	ED437869
HE032702	ED437870
HE032703	ED437871
HE032704	ED437872
HE032706	ED437873
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HE032709	ED437876
HE032749	ED437877
HE032750	ED437878
HE032751	ED437879
HE032752	ED437880
HE032753	ED437881
HE032754	ED437882
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HE032762	ED437889
HE032763	ED437890
HE032764	ED437891

IR - Information and Technology

IR019827	ED437892
IR019828	ED437893
IR019840	ED437894
IR019842	ED437895
IR019843	ED437896
IR019846	ED437897
IR019847	ED437898//
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IR019851	ED437901
IR019852	ED437902
IR019853	ED437903
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IR019855	ED437905
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IR019867	ED437907
IR019868	ED437908
IR019869	ED437909
IR019870	ED437910//
IR019871	ED437911
IR019872	ED437912
IR019873	ED437913
IR019874	ED437914//

IR019875	ED437915//
IR019876	ED437916
IR019877	ED437917
IR019879	ED437918
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IR019893	ED437929//
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IR020101	ED437932
IR020296	ED437933
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IR057617	ED437966//
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IR057619	ED437968//
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IR057659	ED437983

JC - Community Colleges

JC000117	ED437984
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JC000119	ED437986
JC000120	ED437987
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JC000122	ED437989
JC000124	ED437990
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JC000132	ED437997
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JC000143	ED437999
JC000144	ED438000//
JC000145	ED438001
JC000146	ED438002
JC000147	ED438003
JC000148	ED438004
JC000149	ED438005
JC000150	ED438006
JC000151	ED438007
JC000152	ED438008//
JC000154	ED438009
JC000155	ED438010
JC000156	ED438011
JC000157	ED438012
JC990698	ED438013

PS - Elementary and Early Childhood Education

PS027413	ED438014
PS027513	ED438015
PS027559	ED438016
PS027560	ED438017
PS027591	ED438018
PS027694	ED438019
PS027696	ED438020
PS027720	ED438021
PS027919	ED438022
PS028019	ED438023
PS028060	ED438024
PS028064	ED438025//
PS028117	ED438026
PS028173	ED438027
PS028183	ED438028
PS028184	ED438029
PS028191	ED438030
PS028202	ED438031
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PS028269	ED438069//
PS028270	ED438070//
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PS028304	ED438097//
PS028305	ED438098//
PS028306	ED438099//
PS028307	ED438100

PS028311	ED438101//
PS028313	ED438102
PS028315	ED438103

RC - Rural Education and Small Schools

RC022169	ED438104
RC022180	ED438105
RC022185	ED438106//
RC022192	ED438107
RC022195	ED438108
RC022198	ED438109
RC022204	ED438110//
RC022217	ED438111
RC022219	ED438112
RC022225	ED438113
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RC022263	ED438135
RC022264	ED438136
RC022266	ED438137
RC022267	ED438138
RC022268	ED438139
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RC022271	ED438141
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RC022274	ED438143
RC022275	ED438144
RC022277	ED438145
RC022280	ED438146
RC022305	ED438147
RC022306	ED438148
RC022307	ED438149
RC022308	ED438150
RC022309	ED438151
RC022310	ED438152
RC022311	ED438153
RC022312	ED438154
RC022313	ED438155

SE - Science, Mathematics, and Environmental Education

SE063031	ED438156
SE063035	ED438157
SE063073	ED438158

SE063074	ED438159//
SE063075	ED438160//
SE063076	ED438161//
SE063161	ED438162
SE063162	ED438163
SE063163	ED438164
SE063164	ED438165
SE063165	ED438166
SE063166	ED438167
SE063167	ED438168
SE063168	ED438169
SE063171	ED438170
SE063172	ED438171//
SE063173	ED438172//
SE063174	ED438173
SE063179	ED438174
SE063193	ED438175
SE063194	ED438176
SE063195	ED438177
SE063196	ED438178
SE063201	ED438179
SE063207	ED438180
SE063210	ED438181
SE063211	ED438182
SE063212	ED438183
SE063213	ED438184
SE063214	ED438185
SE063215	ED438186
SE063217	ED438187
SE063218	ED438188
SE063222	ED438189//
SE063223	ED438190//
SE063805	ED438191

SO - Social Studies/Social Science Education

SO029958	ED438192
SO030686	ED438193
SO030688	ED438194
SO030713	ED438195//
SO030838	ED438196
SO030839	ED438197
SO030905	ED438198
SO030913	ED438199
SO030914	ED438200
SO031085	ED438201
SO031181	ED438202
SO031183	ED438203
SO031211	ED438204
SO031252	ED438205
SO031260	ED438206
SO031261	ED438207
SO031262	ED438208
SO031272	ED438209
SO031274	ED438210
SO031277	ED438211
SO031288	ED438212
SO031289	ED438213
SO031290	ED438214
SO031291	ED438215
SO031332	ED438216
SO031334	ED438217
SO031336	ED438218
SO031354	ED438219

S0031355	ED438220
S0031358	ED438221//
S0031360	ED438222//
S0031367	ED438223
S0031373	ED438224
S0031375	ED438225//
S0031385	ED438226
S0031387	ED438227
S0031401	ED438228
S0031402	ED438229
S0031429	ED438230
S0031430	ED438231
S0031431	ED438232
S0031433	ED438233
S0031434	ED438234
S0031435	ED438235
S0031457	ED438236
S0031459	ED438237
S0031515	ED438238
S0031539	ED438239
S0031550	ED438240
S0031599	ED438241
S0031600	ED438242
S0031604	ED438243
S0031627	ED438244

SP - Teaching and Teaching Education

SP038756	ED438245
SP038982	ED438246
SP038989	ED438247
SP038990	ED438248
SP038991	ED438249
SP038992	ED438250
SP038993	ED438251
SP038996	ED438252
SP038997	ED438253
SP038998	ED438254
SP039000	ED438255
SP039001	ED438256//
SP039003	ED438257
SP039005	ED438258
SP039006	ED438259
SP039007	ED438260
SP039008	ED438261
SP039009	ED438262
SP039011	ED438263
SP039012	ED438264
SP039013	ED438265
SP039014	ED438266
SP039015	ED438267
SP039016	ED438268
SP039017	ED438269
SP039019	ED438270
SP039020	ED438271
SP039021	ED438272
SP039022	ED438273

SP - Teaching and Teaching Education (continue)

SP039023	ED438274
SP039025	ED438275//
SP039026	ED438276
SP039027	ED438277
SP039028	ED438278